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CATALOGUE

OF THE

Montana State Normal College

1914-1915



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Normal College Bulletin

Catalogue Number



MONTANA STATE NORMAL COLLEGE, MAIN BUILDINGS

THE BULLETIN OF THE

Montana State Normal College

Volume 16 JUNE, 1915 Number 4

EIGHTEENTH ANNUAL CATALOGUE 1914-1915

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Dillon, Montana

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CALENDAR FOR 1915-1916

1st quarter begins.....Tuesday, Sept. 7, 1915
Annual "Go".....Saturday, Sept. 25, 1915
Columbus Day.....Tuesday, October 12, 1915
1st quarter ends.....Noon, Wednesday, Nov. 24, 1915
Thanksgiving recess, Wednesday noon, Nov. 24, to Monday morning Nov. 29, 1915.
2nd quarter begins.....Monday, Nov. 29, 1915
Christmas recess, Friday noon, Dec. 17, 1915, to Tuesday morning, January 5, 1916.
Washington's Birthday.....Tuesday, Feb. 22, 1916
2nd quarter ends.....Friday, March 3, 1916
3rd quarter begins.....Monday, March 6, 1916
Easter recess from Thursday noon preceeding, to Tuesday morning following Easter Sunday.
Memorial Day.....Tuesday, May 30, 1916
3rd quarter ends.....Thursday, June 1, 1916
4th quarter begins.....Tuesday, June 6, 1916
Independence Day.....Tuesday, July 4, 1916
4th quarter ends.....Friday, August 25, 1916
Twentieth College year begins.....Tuesday, Sept. 12, 1916

THE STATE BOARD OF EDUCATION

EX-OFFICIO

Term expires January, 1917

His Excellency the Governor, Hon. Samuel V. Stewart, Chairman
The Attorney-General, Hon. Daniel S. Kelley
The Superintendent of Public Instruction, Hon. Henry A. Davee, Secretary

BY APPOINTMENT

W. S. Hartman, Bozeman.....Term expires February, 1916
S. D. Largent, Great Falls.....Term expires February, 1916
John Dietrich, Helena.....Term expires February, 1917
Joseph C. Smith, Dillon.....Term expires February, 1917
Charles H. Hall, Missoula.....Term expires February, 1918
J. Bruce Kremer, Butte.....Term expires February, 1918
Leo H. Faust, Libby.....Term expires February, 1919
Ward H. Nye, Billings.....Term expires February, 1919

EXECUTIVE BOARD OF THE STATE NORMAL COLLEGE

Joseph E. Monroe, Chairman, ex-officio and Treasurer
Robert W. Boone, Secretary.....Term expires April 19, 1917
George P. Hughes.....Term expires April 19, 1919

TRUSTEES, SCHOOL DISTRICT NO. 10, BEAVERHEAD COUNTY (The Training School)

Leonard Eliel, Chairman.....Term expires April, 1916
J. H. Gilbert.....Term expires April, 1917
A. L. Stone.....Term expires April, 1917
Laura M. Kress.....Term expires April, 1918
E. M. Yearian.....Term expires April, 1918

FACULTY

JOSEPH E. MONROE, A. B., **Kansas Normal College,**
University of Glasgow, New York University.
President and Professor of Physics and Chemistry.

LUCY HAMILTON CARSON, M. A., **University of Illinois,** Ph. B.,
University of Chicago, Illinois State Normal University.
Professor of English.

MRS. ANNA W. OWSLEY,
Matron

LAURA M. KRESS, B. L., **University of Wisconsin.**
Professor of Latin and German.

ROBERT CLARK., M. A., A. B., **Amherst College,** Clark University,

New York University.
Professor of Psychology and Biology.

E. RAY MOSHER, A. M., **Western Reserve University,** A. B.
University of Minnesota.
Vice-President and Professor of Mathematics.

ADDIE E. BETTES, Grand Rapids Training School, University of Michigan, University of Chicago.
Professor of Methods and Supervisor of Primary Training.

GRANT E. FINCH, M. Ph., Sc. D., **Upper Iowa University**
University of Chicago.
Professor of Methods and Director of Training School.

NINA M. NASH, **Madison State Normal School,**
Diploma Teachers' College Columbia University, Chicago University.
Supervisor of Intermediate Training.

LILIAN R. FREE, Wisconsin Library Commission.
Librarian.

FRANK HARMON GARVER, M. A., Ph. D., **State University of Iowa,**
Upper Iowa University.
Professor of History and Economics.
(Absent on leave).

LUCY E. HERRICK, Columbia School of Music, Cosmopolitan School of Music.
Assistant Professor in Public School Music.

The institutions named are those at which the members of the faculty have been educated, those at which the higher degrees were obtained, or which indicate graduation without degrees, being in black-faced type.

The names of the faculty are arranged in the order of the date of appointment.

WALTER SCOTT, A. M., **Yale University,** B. S., Valparaiso University, National Normal University, Harvard University.
Professor of Chemistry and Geographic Science.

EDNA W. KETCHUM, B. L., **University of California,**
B. Pd., Montana State Normal College.
Assistant Professor in English and Mathematics.

EDITH HATCH, **Cincinnati Conservatory of Music.**
Instructor in Piano, Pipe Organ, Voice Culture and Harmony.

JOHN B. CLULEY, **Michigan Central State Normal School,**
University of Wisconsin.
Assistant Professor and Supervisor, Drawing and Manual Arts.

STELLA HENDERSON, **Cornell Art School,** Palmer Method of Penmanship, Cornell College, Chicago Art Institute.
Instructor, Penmanship and Drawing.

NYLA L. METCALF, **Chicago School of Physical Education and Expression,** School of Civics and Philanthrophy.
Instructor in Physical Culture and Playground Work.

ELIZABETH HINSHAW, A. B., **University of Illinois,**
Glendale College.
Instructor and Supervisor, Domestic Science.

LOREN W. CHESTER, M. A., **Harvard University,** A. B., Syracuse University.
Professor of History and Economics.

RAE W. SPENCER,
Student Assistant, Physics Laboratory.

MRS. JULIA H. CLEMENTS,
Assistant Matron.

REBECCA L. LAWRENCE,
Secretary to the President.

VIRGINIA A. BULGER,
Stenographer.

SPECIAL INSTRUCTORS FOR THE SUMMER SESSION, 1914

C. G. MANNING, A. M.,
History and Economics.

CAROLINE W. BARBOUR,
Kindergarten and Kindergarten Methods

STELLA HENDERSON,
Penmanship and Drawing.

Black-faced type indicates graduation.

CRITIC TEACHERS

Normal College Training School

DELIA DORCHESTER, **Potsdam State Normal School,** Harvard University, University of Chicago, Columbia University.
Eighth Grade.

AMY E. LEES, **Winona State Normal School,** University of Minnesota.
Seventh and Eighth Grades.

ALICE E. RUSSELL, B. Pd., **Montana State Normal College** University of California.
Seventh Grade

MARY BARNUM, **Iowa State Teachers' College.**
Sixth Grade.

ANNABEL B. LONG, B. S., **Teachers' College Columbia University,** Superior State Normal School.
Fifth Grade.

BERT SHORTT, **Illinois State Normal University.**
Fifth Grade.

LILLIAN A. BAKER, **Bridgewater State Normal School,** University of California, Teachers' College, Columbia University. (Absent on leave).
Fourth Grade.

MINNIE ULLRICH, **Oshkosh State Normal School,** University of Wisconsin, University of Chicago.
Fourth Grade.

LYDIA ROBERTS, **Central Michigan State Normal School,**

ELIZABETH PRICE JONES, A. B., **University of Chicago,** Shepardson College.
Third Grade.

ANNIE NUNN, Ph. B., **University of Chicago,** Houston State Normal School.
Second Grade.

RIETTA JOY RUST, **Teachers' College, Columbia University.**
Second Grade.

ALMA VAN DE WALKER, **Central Michigan State Normal School,** University of Chicago.
First Grade.

MARY L. INNES, **Montana State Normal College,** Universities of Utah and California, University of Chicago, Columbia University.
First Grade.

ANNE HAZARD, **Central Michigan State Normal School.**
Ungraded Room.

Black-faced type indicates graduation.

Montana State Normal College

One of the Component Parts of the

UNIVERSITY OF MONTANA

Origin of the Institution

The Act of Congress under which the state of Montana was admitted to the union, set aside one hundred thousand acres of the public domain for the establishment and support of a state normal school. In pursuance of the same plan the Legislative Assembly of Montana has passed acts establishing the State Normal School, locating it at Dillon, providing for the erection of buildings, and appropriating money to defray its expenses. The first building was completed and the school opened in 1897.

By an act of the Eighth Legislative Assembly, which became a law February 25th, 1903, the name of the institution was changed to the Montana State Normal College.

By an act of the Thirteenth Legislative Assembly, which was approved March 14th, 1913, the State University at Missoula, the college of Agriculture and Mechanic Arts at Bozeman, the School of Mines at Butte, and the State Normal College at Dillon, constitute the University of Montana. All the institutions are governed by the State Board of Education and the local affairs of each are administered by a local executive board. This law went into effect July 1, 1913.

Purpose of the Institution

The chief purpose of the college is to fit young people for teaching, especially in order to provide the public schools of Montana with teachers properly equipped both with instruction and with professional training.

It has been well said that the work of the teacher is not to teach geography and arithmetic, but to teach children. It is therefore essential for the teacher to understand the child, the nature of his mind and laws of its development, and to learn how to apply this knowledge to the actual teaching of the child. All this must be accomplished through a thorough study of psychology and pedagogy supplemented by systematic observation of good teaching, and finally by actual practice in teaching under competent supervision.

It still remains true, however, that geography, arithmetic, and various other branches of study, are the principle vehicles

through which the teacher's work is accomplished. The teacher must therefore be thoroughly familiar with these subjects. It is not enough for the teacher to know as much of these subjects as he will have occasion to teach. Successful teaching, even in elementary grades, requires a strong grasp of the subject in its broader relations. In other words, scholarship is a necessary qualification for a teacher.

Courses of Study

Two principal courses are offered. The degree course leads in four years to the degree of Bachelor of Pedagagy. This course affords abundant preparation for the technical work of teaching, and also gives the teacher a fair equipment of general culture. The three years' course includes most of the professional work of the degree course, but less of general culture and of the more advanced pedagogical study.

Graduate Course

Facilities are offered for graduates of this institution or of colleges or normal schools of equivalent grade, to pursue more advanced courses, especially with a view to preparation for principalships and superintendencies. This course leads to the degree of Master of Pedagogy, and is more fully described under the subject of degrees.

Supervisors' Courses

Advanced courses of one year in length are offered in Domestic Science and Domestic Art, Manual Training, and Music to those who desire to become supervisors of these subjects in the elementary schools. Graduation from the three or four years' course is a condition for entrance upon any one of these courses.

Elementary Course

An elementary course of two years includes all the subjects upon which examinations are required for county teachers' certificates of any grade. No diploma is given on the completion of this course, but all who have finished it can secure teachers' certificates by submitting their credits to any county examining board in the state and satisfying the requirements of the law as to age and experience.

This course also fully prepares those who have completed the work of the common schools to enter the three or four years course.

Special Courses

A wrong impression in regard to normal training is held by many persons, who suppose that method work consists of clever

devices which can easily be explained and illustrated, so that any intelligent person can quickly learn to copy the devices and advantageously put them to practice. It ought to be understood that normal courses in methods must be a sham unless they are based on intelligent comprehension of psychological and pedagogical principles. The Normal College cannot undertake to instruct in method those who lack the basis. Special students must not, expect, therefore, to be admitted to classes in method, observation, and practice without the preparation afforded by earlier years of the course.

Special courses in training, are afforded, however, for the benefit of teachers—a more advanced course for those who wish to supplement previous normal training, and an elementary course for those who are not normal students. The latter should be reminded, however, that no amount of method work will enable people to teach that of which they are themselves ignorant, and without due preparation such a course would be profitless. Particular attention is given to these special courses in the summer quarter.

Pupils who are now pursuing a normal course, but wish to prepare for examination for any county or state certificate, may enter the school at any time during the year, and with the consent of the president, join such classes, already organized, as their acquirements fit them for.

It should be clearly understood, however, that pupils are encouraged to take special courses only as a temporary expedient, where necessity compels them to teach for a time to earn the means for completing a thorough course.

In view of the ample facilities which the State has provided, and the very small cost, a teacher who has not enough ambition to be willing to make the small sacrifice necessary to devote two or three years to preparation for the profession, is unworthy of the teacher's calling.

Requirements for Admission

Students who have passed the Eighth Grade Examination prescribed by the Superintendent of Public Instruction, are admitted to the Elementary Course without further examination.

Applicants for admission to the Three and Four Years Courses are admitted on any one of the following conditions:

1. Completion of the Elementary Course in the Montana State Normal College.
2. Diploma from any accredited high school in Montana.
3. Applicants who have either partly or wholly completed the course of a university, college, or state normal school, may, in the discretion of the faculty, be admitted without examina-

tion. In such cases, applicants must file with the secretary, certificates from such educational institutions, setting forth the amount of work satisfactorily completed by the applicant. This work must embrace in every subject at least the equivalent of the work required for the completion of the Elementary Course in this institution.

4. Examination by the faculty on all the work of the Elementary Course except Theory of Teaching.

Credits for Advanced Standing

When students can show to the satisfaction of the faculty, by examination or otherwise, that they have already accomplished successfully a part of the work of the normal courses, they may be excused from repeating such work. It should be understood, however, that studies pursued in a high school are not usually the equivalent of subjects of the same name in the normal course. This is especially true of science work done where laboratory facilities are limited, or where the work is carried on without previous study of advanced mathematics.

Full credit is allowed for equivalent work done at the State University, the Montana Agricultural College or the Montana State School of Mines. Standings from similar institutions in other states may be recognized at the discretion of the faculty. Applications for credits must be made at the time of entrance.

Diplomas

A diploma from the Montana State Normal College authorizes the holder to teach in any public school in Montana for six years without examination. Life diplomas are granted by the State Board of Education, without examination, to all graduates of a Degree Course after they have successfully taught in the state for eighteen months, and to graduates of a Three Years Course after twenty-seven months of successful experience. In many other states diplomas of the Montana State Normal College also receive similar recognition.

Degrees

The degree of Bachelor of Pedagogy is conferred on those who comple the Four Years Course.

The Master's Degree

The degree of Master of Pedagogy is not granted indiscriminately to all who may pursue a prescribed course, but is a mark of distinction conferred for special merit. The minimum requirements are that a candidate shall already have a Bachelor's degree from the Montana State Normal College, or from some other college or university of recognized char-

acter and standing, and must spend at least one year in resident graduate study at the Montana State Normal College.

During this year the work is divided into two parts, a major and minor. The major must in all cases be taken in the department of pedagogy, and will be equivalent approximately to twelve lectures or recitation hours per week.

The minor subject will require approximately half as much work as the major, and in the case of candidates who are bachelors of pedagogy, may be selected from any department of the college. Candidates whose bachelors' degrees are in arts. science, philosophy or letters, may be required to take the minor as well as the major in the department of pedagogy, unless they have made a specialty of pedagogy in their undergraduate course.

Before receiving the master's degree, a candidate must present to the faculty a satisfactory thesis on some subject, chosen in consultation with the faculty, along the line of pedagogial investigation, and must pass a satisfactory examination on the graduate work pursued.

Kindergarten Certificates

The law of Montana reposes in the State Normal College the sole power to issue certificates authorizing persons to teach in public kindergartens. Applicants should address the President of the College, and if graduates of kindergarten courses, enclose copies of their credentials.

Credits on Teachers' Certificates

By an act of the Thirteenth Legislative Assembly, the high character of work done at the Montana State Normal College was recognized in that credits earned in this institution in any subject required for any grade of county teachers' certificate, are to be accepted in lieu of examination in those subjects by any county examining board in the state. This is the only institution in the state to which this recognition is given by law—the only institution having the right to certify to credits to be accepted on teachers' certificates—as is is also the only institution in the state which devotes its whole attention to the training of teachers.

OUTLINE OF COURSES OF STUDY*

Elementary Course

First Year

First Quarter	Second Quarter	Third Quarter
Grammar 5	Grammar 5	Composition 5
Arithmetic 5	Arithmetic 5	Algebra 5
Geography 5	Geography 5	Physiography 5
U. S. History 5	U. S. History 5	Civics 5
	Unprepared	
Physical Culture.....2	Physical Culture.....2	Physical Culture.....2
Penmanship 3	Spelling 3	Oral Expression 3
	Second Year	
Amer. Literature 5	Amer. Literature 5	Amer. Literature 5
Algebra 5	Algebra 5	Plane Geometery 5
Physiology 5	Physics 5	Physics 5
English History 5	Ancient History 5	Ancient History 5
	Unprepared	
Physical Culture.....2	Physical Culture.....2	Physical Culture.....2
Drawing or Penmanship 3	Spelling or Music 3	Oral Expression 3

The Three Years Course

Freshman Year

First Quarter	Second Quarter	Third Quarter
Eng. Literature 5	Eng. Literature 5	Eng. Literature 5
Plane Geometery 5	Solid Geometrey 5	Advanced Algebra....5
Mediaeval History....5	Biology 5	Biology 5
Chemistry 5	Chemistry 5	Modern History 5
	Unprepared	
Physical Culture.....2	Physical Culture.....2	Physical Culture.....2
Spelling 3	Oral Expression 3	Oral Expression 3

*Physical Culture is required in all courses of all students except those who are excused because of physical defects. Such students are required to attend physical culture classes for observation.

†Numerals indicate the number of recitation hours per week.

Junior Year

Advanced Physiology and Hygiene 5	Psychology 5	Psychology and Principles of Teaching..5
Grammar 5	Amer. History 5	Amer. Government..5
Arithmetic II 4	Arithmetic III 5	Composition 5
Geography 5	Advanced Physics....4	Advanced Physics....5

Unprepared

Penmanship 2½	Drawing or Music....5	Drawing or Music....5
Drawing or Music2½	Physical Culture.....2	Physical Culture.....2
Physical Culture 2		

Senior Year

Observation and Teaching 5	Teaching 5	Teaching 5
Nature Study and School Hygiene....5	Methods 5	Methods 5
Economics 5	Oral English 5	Domestic Science or Manual Training..4
Food Chemistry or Manual Training..5	Domestic Science or Manual Training..4	History of Education 5

Unprepared

Music or Drawing....5	Music or Drawing....5	Music or Drawing....5
Games 2	Spelling 2	Games 2

The Four Years Course

Leading to the Degree of Bachelor of Pedagogy

For this course all work of the three year's course is required, and in addition electives, making this a four years' course. The electives are to be chosen from any of the following groups as wholes.

GROUP I*—Latin, 6 quarters; German, 6 quarters.

GROUP II*—Latin or German, 6 quarters; History, 3 quarters; Sociology, 1½ quarters; English, 1½ quarters.

GROUP III—Mathematics, 6 quarters; Science, 6 quarters.

GROUP IV—Mathematics, 3 quarters; Science, 3 quarters; History, 3 quarters; Sociology, 1½ quarters; English, 1½ quarters.

GROUP V*—German or Latin, 6 quarters; Mathematics, 3 quarters; Science, 3 quarters.

GROUP VI*—German, 6 quarters; Science, 6 quarters.

Ordinarily the elective work should be done in the second and third years of the course.

*For time at which these groups are offered see page 28 and following.

Course for Supervisors of Domestic Science and Domestic Art

First Quarter	Second Quarter	Third Quarter
Textiles 5	Home Nursing 5	Teaching 5
Domestic Science, Domestic Art 5	Domestic Science, Domestic Art 5	Domestic Science, Domestic Art 5
Food Study 5	Food Study 5	Food Study 5
House Sanitation 5	Home Economics 5	Dietetics 5

Unprepared

Art Needlework 5	House Decoration....5

Course for Supervisors of Drawing and Manual Training

First Quarter	Second Quarter	Third Quarter
Composition and Design I 5	Composition and Design II 5	Teachers' Course in Drawing 5
Mechanical Drawing 5	Teachers' Course in Manual Arts 5	Drawing III 5
Primary Manual Training 5	Grammar Grade Man. Training 5	Teaching Drawing ..5
Woodwork II 5	Woodwork III 5	Teaching Manual Arts 5

Course for Supervisors of Public School Music

First Quarter	Second Quarter	Third Quarter
Observation 5	Teaching 5	Teaching 5
Methods 5	History of Music....5	History of Music 5
Harmony 5	Harmony 5	Studies from Victor Records 5
Study of Musical Instruments 3	Folk Dancing 3	Chorus Conducting..3
Vocal, Piano 2	Vocal, Piano 2	Vocal, Piano 2
Unprepared		
Sight Singing 2	Sight Singing 2	Sight Singing 2
Ear Training 2	Ear Training 2	Ear Training 2

A "prepared" subject requires from one and one-half to two hours preparation each day. An "unprepared" subject not more than one-half hour.

DESCRIPTION OF THE COURSES

Departments of Education and Training

The work of these departments covers the theory and practice of teaching. It begins in the junior year in both courses with the study of psychology and the principles of teaching.

1. Observation

The purpose of the course in observation is to furnish the student a concrete basis for subsequent work in psychology, pedagogy and training in actual teaching. Each student in the class spends five hours a week in the training school, observing under the direction of the Training Department. School management, the teaching process and child study are studied in concrete form and from references. The work for each day is outlined in the form of a syllabus, which the student is required to fill out after study and observation. Following each day's observation the whole class meets with the instructor for conference and instruction. Five hours a week, first half of first quarter.

Prof. Finch, Miss Nash, Professor Bettes.

2. Educational Psychology

This course aims to give the students a general and especially a practical knowledge of modern psychology; a knowledge that can and will be applied later, in their teaching, in their lives. The first part of the course, which is an immediate continuation of Advanced Psychology (a prerequisite for Educational Psychology), is a study of the physiological foundation for the study of the mind. Special attention is given to studying the sense organs, and the anatomy, physiology and hygiene of the brain. A little time is spent in a study of brain localization, aphasia, and the physiological basis for habit formation. Thorndike's "Elements of Psychology" is used as the principal text book, especial attention being paid to the descriptions and illustrations of the different mental states and to dynamic psychology. The work is supplemented by occasional lectures, collateral reading and reports of individual studies based upon the observation of pupils in the training school. Although having a general value this study is positively required before a student is allowed to take the course in Principles of Teaching. Laboratory work—acquaintance with psychological apparatus and the performance of simple experiments—is used only as far as it helps to better understanding of the subject. Five hours a week, second quarter, and first half of the third quarter. Prof. Clark.

3. Principles of Teaching

In this course the student learns that all school work should be based upon pedagogical principles. Such fundamentals as Instincts and Capacities, Individual Differences, Interests, Laws of Association, Motor Expression, and Habit are studied and freely discussed. Illustrations are taken from individual experiences and actual conditions as observed in the training school. This study forms the connecting link between psychology and biology on the one hand and educational practice on the other. Thorndike's "Principles of Teaching" is used to suggest the questions for discussion. Five hours a week, half of third quarter. Prof. Clark.

4. Special Methods

This work is divided into three divisions, primary, intermediate and grammar grade methods. The three supervisors of training take charge of the classes in methods in their departments.

I. Primary Methods. First, second, and third grades.

This course is based upon (1) the laws of child mind so far as modern research has revealed them, (2) material adapted to the child mind, (3) methods of presenting the material selected.

Much attention is given to suitable ways of beginning each subject, as reading, arithmetic, penmanship. Present day methods are viewed in the light of the history of the subject during the past twenty years. A careful survey is made of the ground to be covered in each grade for each half year. Suggestive outlines are offered, showing the sequence in which number facts are most easily learned, the topics of geography best correlated, the phonic elements most readily mastered.

The transition from the purely oral instruction of the first primary grades to the introduction of the text-book is noted. The purposes and use of the text-book is discussed. Texts are compared and criticized.

Desirable sources of children's literature are indicated. A critical study is made of types of stories suited to each grade.

Definite instruction in cardboard construction, weaving, and handiwork of all forms suited to the primary grades, is part of the course. Students become familiar with the state course of study, and are assisted to an intelligent interpretation of its contents. Five hours a week, 12 weeks.

Professor Bettes.

II. Intermediate Methods. Fourth, Fifth and Sixth grades.

This course begins with the work of the fourth grade. In



COLLEGE AUDITORIUM



LIBRARY AND READING ROOM

each subject the transition from the primary work is noted and the best means considered of adapting the new work to the child with his changing mental and motor activities.

The various subjects are considered both from the psychological and pedagogical points of view.

Arithmetic problems and language topics suited to different sections are suggested, together with correlations which may be made with this work and geography, history, and art.

The best ways of using the texts adopted by the state are discussed, and the text-books are compared with others.

The State Course of Study is considered for each subject and each grade, and suggestions made as to the best way to carry it out successfully. Five hours a week, 12 weeks.

Miss Nash.

III. Grammar Grade Methods. Seventh and Eighth grades.

Each subject for these grades is here taken up and studied as to principles and methods. Particular effort is made to enable the class to distinguish between innovations based on principles and those depending on mere devices. The students make critical observation in the schoolroom of the methods in the subjects they are studying. They are required to prepare model lesson plans.

Lists of apparatus, text-books, and helps in each branch are given. Special attention is paid to the problems and difficulties in the work of instruction of adolescent pupils. 5 hours a week, 12 weeks. Professor Finch.

5. Teaching

Students of the senior class are required to observe and teach daily in the training school throughout the year. Preparation for this teaching is secured by the following means: (1) through a carefully planned course of professional study; (2) reviews of the subjects to be taught; (3) the study of special methods in those subjects; (4) observation of the work of the critic teachers; (5) the preparation of working plans.

Each student, on being given an assignment in the training work by the supervisor, observes the work to be done as is is carried on by the critic. After such observation the student prepares a general plan of the work. When this plan has been passed upon, the student prepares daily plans. On acceptance of these, the student begins actual teaching. This teaching is observed by the critic teacher, with whom the student meets in semi-weekly conference. Each student in training is required to teach in two of these departments. Those who show decided aptitude and preference for any particular grade are allowed additional but not exclusive time here. They are regu-

larly changed from subject to subject and from grade to grade in order to give breadth of experience and training. And yet the student must remain long enough in each room so that advantage may be taken of the mutual acquaintance of critic, training supervisor and class.

As the student teachers grow in power they are given an increasing amount of responsibility. They are expected to make themselves more and more useful in the carrying on of all the activities of the school. In this way they increase their control over the pupils and in addition, gain steadily in confidence and self-reliance. Before they leave a room in which they have proved themselves, they are given for a brief time entire charge of the room with the management of two classes, the one at recitation and the other at lesson preparation. When the teaching of a student in the training school has been completed the estimate of the critic and supervisor as to quality of the work and degree of ability shown are placed on file in order that the proper representation may be made to superintendents and school boards regarding the student's fitness for any school position. Five hours a week, three quarters.

6. School Hygiene

The aim of this course in school hygiene is to give the student command of those principles of hygiene which are directly related to the efficiency of the school. Shaw's "School Hygiene" is used as a text. It is supplemented by lectures, collateral reading, individual study based upon personal experience and special observation, especially as suggested by Hoag's Health Index. Five hours a week, second half of first quarter. Prof. Clark.

7. History of Education

The various systems of education, the origin and growth of educational ideas and customs and the influence of the great educators are studied. History of Education has a cultural value in that it shows so clearly social cause and effect; it has a practical value in that it reveals to the prospective teacher the success and failure of different methods. Also, by studying educational biography, the pupils will "consult the lives of others and from thence fetch examples and aims for their own imitation." Monroe's "Briefer Course" is used as a text-book. Five hours a week, third quarter.

Prof. Clark.

8. The Child-Study Club

Monday evenings a group of seniors and teachers meet to consider various phases of child life. At each meeting one or two reviews of the best writings on child-study are presented

and then discussed. Occasionally children themselves are present in order to illustrate the topic for the evening. During the past year the members of the club have become acquainted with Tyler's "Growth and Education," Rowe's "Physical Nature of the Child," Hall's "Contents of Children's Minds," Hancock's and Bryan's "Studies of Motor Abilities," Forbush's "Boy Problems," Helen Keller's "Story of My Life" and other works dealing with the physical, mental, and moral nature of the child, including pictures, magazines, and story books for children and those depicting child life. One hour a week throughout the year. Prof. Clark.

DEPARTMENT OF PHYSICS AND CHEMISTRY

PRESIDENT MONROE, Professor of Physics.
WALTER SCOTT, Professor of Chemistry and Geographic Science.

This department occupies three large and two small rooms on the first floor and east side of the new college building; the suite consists of a lecture and class room, a physical laboratory to which is joined a dark-room for optical work, photography and the storage of apparatus and supplies, a chemical laboratory to which is joined a large stock-room for the storage of chemical supplies and apparatus and is also available for the use of students who undertake some special work under the direction of the instructor.

The lecture room is large, well lighted and ventilated and has the seats arranged in tiers so that all demonstrations from the lecture table may be in full view of every one in the room. It is also provided with all the modern conveniences of a science class room. Hot and cold water, gas, electric light, electric current of the alternating type, supplied from the commercial circuit that that of the direct type, from a storage battery or a direct current dynamo, both of which are installed in the physical laboratory, and from which by proper wiring, the current is made available for use in this room and both laboratories, in addition to these conveniences there have been provided as equipment, an excellent arc-light stereopticon and other projection apparatus, a large number of slides, diagrams and illustrative material for projection work and all necessary material for securing the fullest use possible of the projection apparatus. This room is situated between the physical and chemical laboratories, with both of which it communicates directly by means of large double doors, thus making any apparatus from either laboratory readily accessible for demonstration work when required.

1. Elementary Physics

This course is equivalent to the course offered by high schools, and although accomplished in shorter time this is made possible by having students of more mature age, a smaller number of subjects for study, a longer period for class and laboratory work, better supervised preparation and a more extensive equipment with which to work.

Recitations and lectures, with laboratory experimental and construction work, are included. The manipulation and care of apparatus are given careful attention. Those who complete this course will be able to do intelligent work in chemistry, physiography and physiology, pass examinations required for teachers' certificates, and with the additional work in mathematics in the first and second years of college course, enter the advanced work in physics, offered in the junior year.

Mumper's "Text-Book in Physics" is used as a basis for the work. Five hours a week, first and second quarters.

2. Elementary Geography

This course takes up a thorough review of descriptive geography. Much attention is given to the study and interpretation of maps and globes. One important aim is to equip students with such knowledge of the mathematical phases of geography that the globe becomes one of the most helpful instead of one the most useless of adjuncts to a school's geographical supplies. All of the best geographies, as well as an extensive reference library are drawn upon for this work. Special efforts are made to secure familiarity with the adopted text-book of the state. The standard commercial geographies are also used largely in this work. Five hours a week, first and second quarters.

3. Chemistry

The common elements and compounds are studied systematically. The principles, laws and theories are studied, and verified by experiment. Students perform experiments as directed by text-book, laboratory manual or instructor. Drawings are made and notes carefully written concerning every experiment. All phenomena observed are recorded, and students recite from this work. Close attention is given also to the formation and interpretation of chemical formulae and equations.

This course enables students to read intelligently and get a general understanding of such sciences as geology, physiology and others which follow in the regular course of study. Five hours a week, first and second quarters.

4. Food Chemistry

This course is required of all domestic science students. The course differs from the ordinary course in general chemistry in that attention is given almost exclusively to the chemical constituency of foods, as the title implies. Five hours a week, first quarter.

5. Physiography

Land forms, agents of change, climate, and the principles of elementary meteorology are included in the work of this class. Field work for the purpose of studying soils, work of streams, weathering of rocks, effects of plants and animals in determining these forms, and such other topics are connected with this subject, is done. Records of thermometric and barometric conditions are made. Extensive reading from a well selected library of reference works is required. Text-book work done is based upon Salisbury's, Tarr's, Dryer's and Davis' physical geographies, with frequent reference to standard geologies and meteorologies. Five hours a week, third quarter.

6. Advanced Physics

This course requires a general knowledge of algebra and geometery, and plane trigonometry will be a decided help; students entering for this course must also offer as preparatory work, standing equal to that required for passing elementary physics in the Montana State Normal College or the equivalent of a year's work in physics in an accredited high school, as all of the work done in this course is in advance of that done in secondary schools. The ability to handle readily arithmetical, algebraic and geometrical applications to the elementary work in this subject is required of all who complete this course.

The laboratory work is planned so as to throw the students upon their own resources as far as possible, in planning and carrying out the experiments that are undertaken. For the use of apparatus with which exact measurement is required, carefully drawn directions and detailed description are supplied for the students' use, either from laboratory manuals or typewritten instructions by the instructor in charge but for all other laboratory work the aim is to make it a means of independent investigation, a test of the student's ability to apply principles and an opportunity to verify laws or statements of fact met with in the study of the subject rather than a test of his ability to manipulate apparatus according to formulae.

Two hours of class work and four hours of laboratory work are required each week. The class work consists of

recitations, lectures, and demonstrations, the laboratory work includes the manipulation of demonstration apparatus and the construction of simple apparatus for class use.

The laboratory course here is principally quantitative in character, taking up the qualitative only as students are deficient in work of that character.

The class work is based upon text-books of the grade of Linebarger's Physics. Millikan and Gale's "First Course in Physics," and Carhartt and Chute's High School Physics, while Ames' "Theory of Physics," Everett's "Deschanel," Glazebrook's "Statics and Mechanics," and other standard works are drawn upon for students use. Four hours a week, second and third quarters.

7. Geology

Text-book, laboratory and field work are done. The surrounding country furnishes abundance of material for the study of dynamical and structural geology and the economic features of this subject receive special attention.

So far as possible the work is made to bear especially upon the geology of Montana. Minerals are studied from actual specimens. Methods of identifying and classifying such by chemical tests, general appearance, and blow pipe analysis are taught. Five hours a week, 18 weeks, second and third quarters.

8. Astronomy and Astro-Physics

These subjects are offered only to students whose mathematical preparation is sufficient to enable them to understand such work.

Descriptive Astronomy is the phase of the work that receives the greatest amount of attention in that subject. The mathematical work includes both the theoretical and practical, such as the theory of least squares, use of the sextant, determination of time, latitude and longitude.

The course offered in astro-physics is determined by the needs and advancement of those who undertake the study of the subject. Problems in spectroscopy form an important part of the course. Five hours a week, 18 weeks, first and second quarters.

9. Geography, Review and Methods

The object of this course is two-fold, viz:

1. To review the subject matter.

Without a thorough knowledge of the subject matter, the teacher is unable to select or assign material for study, know what is accurate or useful, apply effective methods of instruction, or direct work.

2. To study, plan, and develop the best methods of presenting the subject in the public school.

While the first is insisted upon as a basis for the second, the larger portion of the time is devoted to the second. Students become acquainted with the literature of geography, its necessary connection with history, the nature and proper use of a text-book, the meaning of maps and globes as geographical aids, how these should be used in presenting the subject to classes, and the different projections ordinarily used in map and globe making. The aim is to equip teachers with subject matter and methods of using the same to the best advantage in the work of the public schools. A large and well selected geographical library is available for student's use. The equipment for this work has also been greatly improved by the addition of a large number of lantern slides which illustrate all phases of the subject, and the collection is particularly rich in industrial geography. More than two thousand carefully selected slides, or slides made in the department are available.

The work of this class is arranged for students in the Junior year and requires five hours a week, first quarter.

SUMMER QUARTER

In articulating the work of this department with that of the fourth or summer quarter it is the aim to present in rotation the various subjects so that attendance and the successive summer quarters will not entail the necessity of repeating or omitting subjects of this department altogether.

Courses in elementary Physics, Physiography and Geography are offered each summer for those who are preparing to teach or wish to earn credits for teachers' certificates.

DEPARTMENT OF MATHEMATICS

PROFESSOR MOSHER
ASSISTANT PROFESSOR KETCHUM

1. Arithmetic

Cuorse I. A course in arithmetic for first year elementary students. That students may acquire a reasonable amount of proficiency in calculation, the first part of the course is given to a thorough review of the fundamental laws governing operations with integers and fractions, no advanced work in arithmetic being touched upon until the ability to effect

ordinary computations with accuracy and a fair degree of speed is manifest. Fractions, decimals and percentage are presented as closely related, and all technical topics, such as insurance, promissory notes, bank discount, stocks and bonds, etc., are fully and carefully explained before any problem work is attempted. A thorough review of mensuration completes the course. Five hours a week, first and second quarters.

Course II. The history and teaching of arithmetic. The course begins with a study of the interesting history of arithmetic and of its development from the time of the ancient Egyptians. Modern, or Hindu arithmetic receives especial attention and the development and evolution of the various processes are fully explained. As a natural sequence to this part of the work, methods of teaching arithmetic are dealt with, careful emphasis being laid upon the contrast between modern and ancient methods, particularly methods of the nineteenth century. A standard text-book on the teaching of arithmetic is used and the work is supplemented by frequent lectures. Four hours a week, first quarter.

Course III. A teachers' course in arithmetic. The first part of the course is devoted to a study of the principles upon which the numerical work of arithmetic is based. In connection with a rapid review of the subject matter of arithmetic, methods of presenting topics as studied in Course II are given, attention being directed to safeguards tending to secure intelligent and accurate work in the public schools instead of work which is merely mechanical and frequently inaccurate. Five hours a week, second quarter.

Course IV. A short course in arithmetic in which attention is given exclusively to problem solving, this course being a review of the subject matter of arithmetic solely. This course gives a certificate credit. Five hours a week, fourth quarter.

2. Algebra

Course I. Elementary Algebra. This course is for beginners and is the equivalent of the ordinary high school course in algebra, covering in the usual order all the topics from positive and negative numbers through simultaneous quadratic equations. Problems receive a great deal of attention and graphs are studied in connection with linear and quadratic equations. Five hours a week for one year, beginning with the third quarter.

Course II. A review of elementary algebra. This course is not intended for beginners, but rather for those students and teachers who already possess a fair knowledge of algebra

and who desire a thorough review of the subject. The course extends through simultaneous quadratic equations and meets the needs of those who desire to earn a teachers' certificate credit in algebra. Five hours a week, fourth quarter.

Course III. Advanced Algebra. A thorough knowledge of elementary algebra is a prerequisite of this course. The course includes a review of quadratics and a study of the progressions, imaginary and complex numbers, indeterminate equations of the first degree, permutations and combinations, the general theory of equations, and the solution of equations of higher degree both for commensurable and incommensurable roots. Five hours a week, third quarter.

3. Geometry

Course I. Plane Geometery. The ability to reason logically, clearly, and concisely, is the chief thing sought for in this course. To develop originality and independence of thought, as well as to discourage the tendency to memorize demonstrations, a large number of construction problems and original exercises is given in connection with the propositions. Five hours a week, third quarter and first quarter.

Course II. Solid Geometry. Stress is laid upon visualization and accurate representation of solids, as well as upon rigid demonstrations. The usual propositions involving lines and planes, polyhedrons, and the three round bodies are given, together with numerous numerical exercises. A series of lectures on the history and development of geometry concludes the course. Five hours a week, second quarter.

Course III. A short course in plane geometry. This course is in the nature of a rapid review and is intended mainly for those who already possess a fair knowledge of the subject. Students who complete this course satisfactorily will be entitled to a teachers' certificate credit in plane geometry. Five hours a week, fourth quarter.

4. Trigonometry

The first part of the course is devoted to a careful deduction of the trigonometrical formulae needed for solving problems, and to the study of logarithms. The latter part of the course is given to the solution of problems involving right and oblique triangles. In order that the student may find the subject not only interesting but practical the course is supplemented by a considerable amount of field work. Five hours a week, third quarter.

5. Higher Mathematics

Whenever there is sufficient demand, classes are formed in spherical trigonometry, analytic geometry, differential calculus, integral calculus, or history of mathematics.

DEPARTMENT OF ENGLISH

PROFESSOR CARSON
ASSISTANT PROFESSOR KETCHUM

1. Grammar

Course I. A course of twenty-four weeks for eighth grade graduates and rural school teachers. Study of the sentence and the parts of speech with emphasis on the relation of grammar to correct English. Rigid drill in correct forms and in the mechanical elements of sentence-writing, including capitalization, spelling, and punctuation. Weekly themes. Assigned reading. First year of the elementary course, autumn and winter quarters, five hours a week.

Course II. A teachers' course of twelve weeks for high school graduates and students who have completed the freshman year at the Normal College. Persons admitted to this class should have had the equivalent of Course I or should have mastered the elements of Latin or German. It is the constant endeavor of the instructor of this class to demonstrate that the body of grammatical knowledge is but the scientific classification of materials, used in the construction of sentences, and that as such it bears an essential relation to the subjects of composition and literature necessary for a teacher of language to appreciate. The grammatical analysis of selections from the best contemporary or recent writers is required, not as a mere drill in the recognition of grammatical constructions, nor for facility in dissection, but as an investigation of the way sentences are made by master workmen. Frequent written exercises to illustrate grammatical principles afford opportunity for practice in the rhetorical elements of sentence structure, clearness, unity, coherence, emphasis, and furnish a logical occasion to teach punctuation. Most of such sentence writing is based on assigned reading, so that the course in grammar is at the same time a course in reading for teachers of literature in the elementary school. Junior year, autumn quarter, five hours a week.

Course III. A review course of twelve weeks for teachers. Similar to Course I, but intended for more mature students. Completion of this course give a certificate credit. Summer quarter, five hours a week.

2. Composition and Rhetoric

Course I. Elementary course in composition, following Course I in grammar. Instruction in simplest matters pertaining to the composition as a whole. Two kinds of written

exercises: (1) simple daily themes, miscellaneous in character, to accustom the student to writing and to give him some measure of freedom in the use of his pen; (2) drill exercises for accuracy. Assigned reading. First elementary year, spring quarter, five hours a week.

Course II. Paragraph writing. Paragraph structure taught in connection with the study of American prose classics. Daily paragraph themes. Study of sentence structure and choice and use of words. Supplementary reading in American narrative poetry. Second elementary year, autumn quarter, five hours a week.

Course III. Exposition and Argument. Subjects taught in connection with the study of English prose classics. Themes of three hundred words regular requirement. Occasional long themes. Suplementary reading in English narrative poetry and prose fiction. Freshman year, autumn quarter, five hours a week.

Course IV. Teachers' course in composition for students who have taken Course II in grammar. A persistent effort to give each student an ideal for his own written English worthy of a teacher, and to train him to look upon composition from the point of view of one who is to teach others to write. Exercises to correct habitual errors. Emphasis on the structure of the composition. Supplementary reading in prose and verse. Junior year, spring quarter, five hours a week.

3. Literature

American Literature

Long Course

The course in American literature begins with Course II in composition and rhetoric, in the autumn quarter of the second elementary year, where American prose classics are made the basis of instruction in rhetoric, and American narrative poems are assigned for collateral reading. The second quarter of the year is devoted to class study of selected poems, with supplementary reading in prose. In the third quarter a text-book in the history of American literature is introduced, and reading is assigned to illustrate the historical development. Theme writing continues throughout the year.

Short Course

Study of a text-book in the history of American literature, with accompanying reading of classics, for those who have studied the subject and who desire credit on county certificates.

English Literature

Long Course

This subject is taught throughout the freshman year in a manner similar to that of presenting American literature in the second elementary year.

Short Course

For candidates for examination for state certificates. Similar to short course in American literature. (This course does not give credit on state certificates).

4. Oral English

Provision is made for oral expression as an unprepared subject, three hours a week, in one quarter each of the first and second elementary years and in two quarters of the freshman year.

A course in oral English is assigned to the second quarter of the senior year.

DEPARTMENT OF LATIN AND GERMAN

PROFESSOR KRESS

Latin

The work in Latin is designed to meet the needs of such students as desire to give their course of study a classical tendency. The course covers five years of consecutive study, the last two being devoted to college Latin. Preparatory courses I-IV are offered for the benefit of students who wish to begin the study of Latin. Courses VII-X are reading courses designed for those desiring to continue the study of Latin begun in the high school. The test of fitness for admission to the reading course is thoroughness and efficiency in the previous training rather than the amount of Latin read.

The study of Roman life, the history of Latin literature, Roman mythology and antiquities, are correlated with the reading of Latin authors.

I. First year Latin (text, Smith's Latin Lessons). Drill on pronunciation and forms. Five hours a week, the first 18 weeks.

II. Selection from folklore and Fabulae Faciles, Caesar. Study of syntax and prose composition. Five hours a week, second 18 weeks.

III. Caesar—selections given in Second Year Latin (Greenough, D'Ooge and Daniel) completed.

Prose composition. Five hours a week, first 18 weeks.

IV Ovid—selections from the Metamorphoses, study of the dactyllic hexameter, and classical mythology.

Vergil's Aeneid—Books I and II. Composition. Five hours a week, second 18 weeks.

V. Vergil's Aeneid—Books III-VI. Composition and study of Roman life from such a text as Johnson's Private Life of the Romans. Five hours a week, first 18 weeks.

VI. Selected orations of Cicero. Composition and study of Roman life continued. Five hours a week, second 18 weeks.

VII. (a) Horace: Odes and Epodes. Study of Horatian meters; (b) Cicero, De Senectute or De Amicitia. Five hours a week, first 18 weeks.

VIII Livy, Books XXI and XXII. Five hours a week, second 18 weeks.

IX. Selection from Latin poets—Tibullus, Propertius, Catullus, with brief excursion into Latin comedy. Five hours a week, first 18 weeks. Offered in 1916-17.

X. Horace: Selected epistles and satires. Five hours a week, second 18 weeks. Offered in 1917.

German

The courses in German are designed to realize the disciplinary and cultural value of language study and to prepare the student to read German of a literary or scientific nature.

During the first year the emphasis is placed upon the acquisition of the essentials of German grammar together with an understanding of root forms, the value of prefixes and suffixes, etc. Easy German stories are read, poems committed to memory, and the cultivation of the "Sprachgefuehl" encouraged as much as possible.

Der Deutsche Verein, a student organization open to all interested in its aims, affords opportunity for practice in German conversation, the singing of German songs and the study of German manners and customs. Two of the best German publications—"Ueber Land und Meer" and "Fliegende Blaetter"—are provided for the use of the department.

The work of the second year embraces a considerable amount of reading, varied in style and subject matter. Constant practice is given in oral translation of German into good idiomatic English, with as much sight reading as can be advantageously introduced. Such reading matter and composition material are selected as will increase the student's knowledge of the mythology, legends, literature and life of the German people.

The character of the work offered in German VI may vary, being of a literary or scientific nature, according to the

needs of the students. The scientific German reading is chosen with reference to its practical value to the students desiring to do professional work along the lines of pedagogy and psychology.

The following six courses are offered. Students who have had two years of German in accredited high schools are admitted to Course III. Those who have had one year of German enter Course II. Courses V and VI, which will be given in alternation with the last two courses of advanced Latin, will be offered in 1915-16.

I. German grammar and easy reading. The texts used are Spanhoofd's "Elementarbrich Der Deutschen Sprache" and Guerber's "Maerchen und Erzaehlungen." Five hours a week, the first 18 weeks.

II. German prose: "Glueck Auf" and "Gruss aus Deutschland." German lyrics; memorizing of poems. Composition. Five hours a week, the second 18 weeks.

III. A series of noveletten by representative German authors, such as Gerstaecker, Zschokke, Heyse, Baumbach, etc. Sight reading and composition. Five hours a week, the first 18 weeks.

IV. German drama. Schiller: Wilhelm Tell. Freytag: Die Journalisten. Sight reading and composition. Five hours a week, the second 18 weeks.

V. Dramatic works, such as Iphigenie auf Tauris, Minna von Barnhelm, Die Versunkene Glocke, Prinz von Homburg, chosen to meet the needs of the class. Five hours a week, the first 18 weeks in 1915-16.

VI. (a) Literary Course. Study of Heine and Lessing. Outline of German literature. Report in German of two modern works read. Five hours a week, the second 18 weeks. Offered in 1916.

(b) Scientific Course. Reading in Lay's "Experimentelle Didaktik." No student admitted to this course without work in neurology and psychology. Five hours a week, the second 18 weeks. Offered in 1916.

DEPARTMENT OF BIOLOGY

PROFESSOR CLARK

1. Elementary Physiology

It is the purpose of this course to give a general introduction to the subjects of anatomy, physiology, and hygiene preparatory to the more advanced work offered in the normal

course, and also to enable those who complete it to pass the ordinary teacher's examinations on the subject. Five hours a week, first quarter. A course covering the same matter is offered in the fourth quarter.

2. Introductory Biology

It is the aim of this course to study the essentials for successful living as shown by animals and plants in their struggle for existence, by various adaptions, through the evolving of higher from lower forms, in communal as well as solitary life, with the disadvantages resulting from degeneration and parasitism.

For the first twelve weeks the principles of general biology are studied. The study for the next six weeks is devoted to practical zoology: classification, study of a few animal types, and the economics—positive and negative—values of animal life.

During the last six weeks plant life is studied. Growth from the seed, the various parts of the plant—their structure, functions, and ecology are considered. Only a little time is spent in the laboratory, but much time out of doors. Only a little time is given to a systematic botany—but each pupil is expected to observe native plants in their natural home, and to plant and care for living botanical specimens. One important feature of this course is a study of the economic value of roots, fruits, and the products of the stem, and this is illustrated by actual specimens.

3. Physiology and Hygiene

In this course more attention is given to the human mechanism—studying what the body does and how it does it and how it should be cared for—than to details in anatomy and histology. Incidentally, pathological conditions are studied, such as would enable a teacher to notice the symptoms of "school disease."

The course is a helpful foundation for Child Study and School Hygiene, and especially for teaching physiology in the public schools. For this latter purpose one of the text-books used is that adopted by the State Text-Book Commission.

Special attention is given to studying those conditions that make for health, and such books as Pyle's "Personal Hygiene" and Hough and Sedgwick's "Hygiene and Sanitation" are studied.

The laboratory work consists of only such dissecting as well illustrates the different systems and organs and their functions, of a microscopic examination of the tissues, also of exercises showing the physical and chemical actions in the

human body and upon food and air. A human skeleton, many models, and several charts are frequently used. Five hours a week, first quarter.

4. Nature Study.

Nature study is based upon the economic, educational, ethical "Hodge idea," making use of Hodge's "Nature Study and Life." Myths, poems, and other literature, such as Darwin's study of the earthworm, William Hamilton Gibson's, Borrough's and other nature-writers' descriptions are enjoyed. It is hoped that a close enthusiastic sympathy with nature, as well as a truer knowledge and a more practical appreciation of the harmful and beneficial forms of plant and animal life may be derived from the study. Five hours a week, first half of first quarter.

DEPARTMENT OF HISTORY AND ECONOMICS

PROFESSOR GARVER
(Absent until June 8, 1915).
PROFESSOR CHESTER

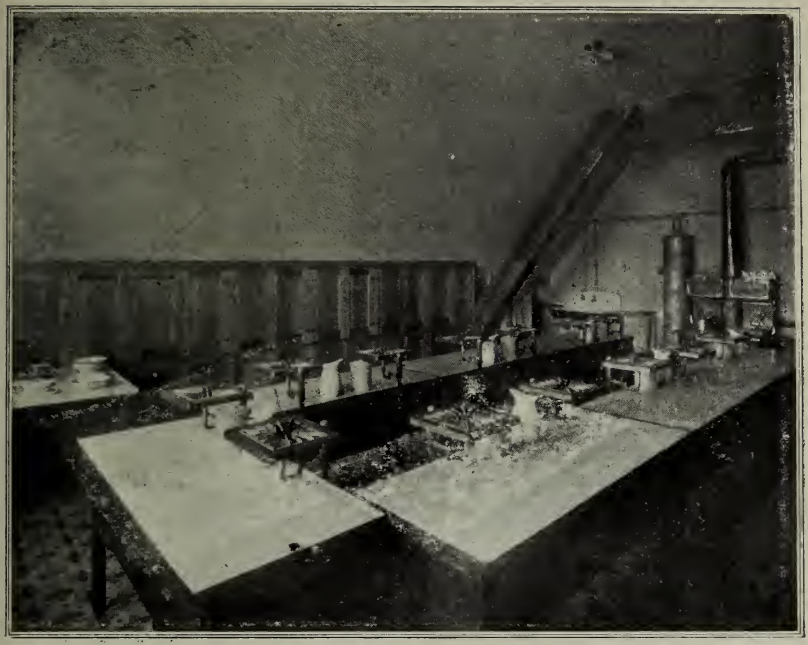
The Aim or Purpose

It is among the aims of this department to teach a reasonable number of the facts of history; to help the student learn how to arrange, classify, and interpret such facts: to stimulate correct historical thinking and to cultivate the judgment by emphasizing the relation between cause and effect in human affairs; to make the student's mind as broad, liberal, and tolerant as may be; to give him an acquaintance with and understanding of his environment by showing, as far as possible, how the present grew out of the past and may be made to serve the future age; to give a reasonable acquaintance with the literature of history; and, incidentally, to teach the student the use of books and libraries.

The Method of Instruction

The method of instruction differs with the different courses as the character of the subject and the grade of the work seem to require. No one method, therefore, is followed to the exclusion of all others.

In every course a standard text is required as a basis for the work. The text book is supplemented by lectures on the part of the instructor and wide outside reading on the part of the students. A large amount of topical work is done —definite topics being assigned, upon which the student re-



DOMESTIC SCIENCE KITCHEN



A CLASS ROOM

ports in class. This gives an acquaintance with books and training in investigation and analysis.

Note-book work in required in most of the courses; written papers in some of them. Class discussions are frequently found of great value. Map studies are an ever present help; while sources and source material are used to a limited extent. In brief, most of the approved methods and aids of the up-to-date history teacher are used, at one time or another, in the various courses offered.

1. United States History

Two courses in American History are offered. In this, the more elementary course, about two-thirds of the time is given to that part of American History which come before 1789. In the more advanced course, given in the Junior year, this arrangement is reversed and about two-thirds of the time is given to the National Period, or that since 1789.

2. Civics

The work in Civics includes a study (1) of the local and state governments of Montana and (2) of the federal government of the United States. In connection with the first part of the course, both Swain's "Civics for Montana Students," and Harmon's "Supplement to Reinsch's Civil Government" will be used as texts, supplemented by the study of all kinds of official documents and papers illustrative of city, county, and state governments in Montana. Special attention is given to the constitution and codes of Montana, while the study of the state government is prefaced by a brief survey of the history of the commonwealth.

The second part of the course is devoted to study of James and Stanford's "Government in State and Nation," and a review of Reinsch's "Civil Government," the object being to emphasize the chief factors in the government of the United States and their practical workings. Five hours a week, third quarter.

3. English History

This course traces the origin and development of the English nation in its political, social, economic, and religious aspects. English contributions to law and government are constantly kept to the fore, while the consideration of the subject as the background and starting point of American History is emphasized throughout. Andrew's "Short History of England," or Montgomery's "Leading Facts of English History," will be used as a text and serve as a basis for the course. Five hours a week, first quarter.

4. Ancient History

The course in Ancient History is introduced by a brief study of the Eastern Nations, stress being laid upon their origins, the influences affecting their growth and development, and finally, their respective contributions to progress.

In connection with the history of Greece, her physical environment and the debt she owed to the Eastern Nations, are first noted. Then after tracing her political history, emphasis is placed upon the great contributions of Greece in the fields of philosophy, literature, art, etc.

The study of the Hellenistic period serves as a transition to the history of Rome, whose physical environment was similar to that of Greece, but whose cultural inheritance was much greater, including, as it did, the bequests of the Greeks themselves. Stress is laid upon Rome's position as the center of the world's history and upon her contributions to the field of politics and legal science.

The period of the German Migrations and the Conflict between the Roman and the Teuton is treated entirely from the Roman point of view. Myers' "Ancient History" is used as a text. Five hours a week, second and third quarters.

5. Mediaeval History

After a general review of the events of European History from the German migrations to the coronation of Charlemagne in 800, the larger events of the Middle Age proper such as Feudalism. The Struggle between the Empire and the Papacy, The Crusades, The Mediaeval Church, The Development of the Papacy, The Renaissance, and The Rise of Modern Nations, are taken up and studied in order. The introductory period covering the story of the Migrations, and the Fusion of the Races is studied from the non-Roman or Teutonic point of view, the history of the Franks, as the people through whom the transition from the Roman to the Mediaeval civilizations was most directly made, being emphasized.

In much the same way stress is laid upon The Rise of the Modern Nations and the Renaissance as the events which most perfectly connect the civilization of the Modern World with that of the Middle Age. Robinson's "Western Europe" is used as a text. Five hours a week, first quarter.

6. Modern History

The course in Modern History may be looked upon as a continuation of the above. While the political history of the great nations of Europe is traced in general outline, the work may be said to center about the Protestant Revolution, The French Revolution, and Recent Expansion. Nineteenth Cen-

tury History, especially, the stories of the Unification of Germany and Italy, receives due attention. The general aim of the course is to give the best possible understanding of the world politics of today. Text: Robinson's "Western Europe." Five hours a week, third quarter.

7. American History

According to the plan outlined under Course I, after a brief review of the Colonial Period, an intensive study of the National Period is made in the Junior year. While the constitution and political phases of our history are emphasized, the social, economic, and industrial problems are not neglected. The main object of the course is to show, as far as possible, how the institutions of the present arose out of those of the past and how a knowledge of the way in which our past problems were solved may help the present generation in the solution of contemporary problems. Channing's "Student's History of the United States" is used as a basis for the work. Five hours a week, second quarter.

8. American Government

This course will consist of a thorough study of the development and actual workings of our National Government. Something of the elements of general political science will also be woven into the course. The historical part of the course, especially, will be closely correlated with the work in American History. Five hours a week, third quarter.

9. School Law

A study of the school law of Montana will be made in connection with the course in American government. One hour per week, second quarter.

10. Economics

Industrial activity is the basis of all civilization, and without a clear appreciation of this relation there can be no adequate comprehension either of the present or of the past life of the human race. The fact makes some knowledge of economics fundamental in education. Without the ability to appreciate the economic point of view the teacher can make nothing valuable of the study of geography, about which is grouped the activity of the present, or history, which deals with past developments.

It is more with the idea of establishing this economic viewpoint, than of inculcating certain theories that this study is pursued. From the starting point of human wants as the basis of economic science, the influence of wants in giving

impetus and direction to industrial activity is studied and the various forms of that activity, especially in the organization of capital, of labor and of exchange, and the forces which determine the distribution of wealth are discussed. Ely's "Elementary Economics" is used as a text. Five hours a week, first quarter.

DEPARTMENT OF MANUAL ARTS AND DRAWING

ASSISTANT PROFESSOR CLULEY

Drawing

Drawing is offered each year beginning the middle of the fall quarter and continuing throughout the year. The classes will meet five times a week. Students should plan to take the work continuously in either Junior or Senior year.

The first six weeks are given to elementary pencil work from still life.

During the winter quarter work is done in advanced pencil outline, pencil shading, and elementary design. In the spring quarter work in charcoal, water-color, and elementary black board sketching will be done.

Students who take drawing in the Junior year may teach it during the Senior year.

The work of any quarter cannot be done unless the student has done the preceding work or its equivalent.

First quarter work will cover elementary water color work, outline pencil work, and work in perspective.

Second quarter work will cover groups in outline, light and shade, shadows, and pose work in pencil and charcoal.

Third quarter work will include elementary blackboard sketching and some tone work in charcoal and crayon. Some time will be devoted to methods of teaching drawing in the grades.

ADVANCED DRAWING AND MANUAL ARTS

Composition and Design I.—This course will cover the principles of design and their application. One problem will be worked out in leather or some other material. Five hours a week, first quarter.

Composition and Design II.—Emphasis will be laid upon adaptability of a design to different materials, wood, metal, leather and textiles. Five hours a week, second quarter.

Teachers' Course in Drawing.—Sequence of presentation and value of each kind of work will form the basis of this

course. Work will be done in all mediums and for each grade. Five hours a week, third quarter.

Mechanical Drawing.—Orthographic projection and free hand lettering will receive most attention in this course. Working drawings, tracings and blue-prints will be made. Five hours a week, first quarter.

Primary Manual Training.—Free-expression work and hand work for the first four grades will be covered. "Place of Industries in Elementary Education" K. E. Dopp, will be studied. Five hours a week, first quarter.

Grammar Grade Manual Training.—Construction work, other than wood work, for the upper grades will be done. Bookbinding will be emphasized. Some metal work may be done. Five hours a week, second quarter.

Woodwork II.—One quarter of bench work in the three-year course will precede this. Simple joinery, using the common joints, will be done. The finishing of wood will be emphasized. Five two-hour periods a week, first quarter.

Woodwork III.—Paneling and drawer construction will be done this quarter. Methods of preserving and beautifying wood will be studied. Use of metal in connection with cabinet work will receive attention. Five two-hour periods a week, second quarter.

Teachers' Course in Manual Arts.—History, organization and economics of manual arts courses will be given on different kinds of work. Will study as texts, "Theory of Lloyd," Larsson; "Manual Training," C. M. Woodward; "Problems of Vocational Education," Snedden; "Changing Conceptions in Education," Cubberley.

Teaching.—Each student must, before graduation, teach each of the special subjects for at least one quarter. Special arrangements will be made for the accommodaiton of such students during the spring quarter.

Special Classes.—Classes in Sheet Metal and Mechanical Drawing II may be organized if a sufficient number of students so desire.

DEPARTMENT OF DOMESTIC SCIENCE AND DOMESTIC ART

ASSISTANT PROFESSOR HINSHAW

The courses in domestic science and domestic art are planned primarily for the purpose of training teachers of household arts for the grade schools. They aim also to fit the girl for the business of home making and home keeping, to

give her a higher appreciation of everything relating to the home.

It is also the hope of the department that the work done in other departments may here be applied in a new and possibly more vital way; that the girl who has been studying physics, chemistry, biology and kindred subjects, may find how necessary all such information is in carrying on the work of the home.

With this two-fold aim in view, the following subjects in household arts are offered:

DOMESTIC ART

I. Hand Sewing.

This course includes training in the use and care of sewing tools; the position of the body while sewing; making the primary stitches on samplers, and applying these stitches to some article of clothing; making sample seams, hems, plackets, piecing, fastening, mending, darning.

II. Hand and Machine Sewing.

The application of the work learned in hand sewing.

Parts, use and care of the machine studied.

Simple drafting of corset cover, petticoat and kimona given, to help in understanding and altering commercial patterns.

Making of apron, corset cover and petticoat from drafts. Four laboratory hours a week, third quarter.

Advanced Domestic Art for Supervisors.

Courses I and II are prerequisites of this course.

III. Drafting plain waist and skirt pattern. Designing on patterns. Study of cotton materials. Cutting, fitting and making of plain shirt waist and wash skirt from drafted pattern.

IV. Making wool or silk dress from commercial pattern. Study of trimmings. Five hours a week throughout the year.

Art Needlework.

Different kinds of embroidery and fancy stitches are taught and applied to articles of clothing and house furnishing. Suggestions are made for the use of these stitches in grade classes. Five hours a week, first quarter.

Textiles.

A study of the history of cloth production, spinning, weavin; of the different fibres, their production, bleaching and dyeing; of adulteration and their detection. Five hours a week, first quarter.

DOMESTIC SCIENCE

Elementary Cookery.

A course in elementary cookery, including the study of the kitchen, its equipment and care, the cost and use of different fuels, the care of food in the home, the effect of preparation on foods and cookery of the representation foods. Four laboratory hours a week, second quarter.

Advanced Cookery for Supervisors.

This course includes practice work in food preservation, marketing, preparing fancy breads, pastry, cakes, frozen desserts; planning, preparing and serving course meals at a limited cost.

The course in elementary cookery is a prerequisite of this course.

A cotton dress, white princess apron and white cap make up the uniform for this work.

Five hours a week throughout the year.

Food Study.

This course consists of a classified and systematized study of all foods for the purpose of learning their composition, digestibility, value to the body, place in diet, market value, source and production. Food study considers the physiology of digestion and nutrition, the classification of food and a detailed study of food materials under the following groups:

(1) Cereals.
(2) Vegetables.
(3) Fruits.
(4) Nuts.
(5) Milk.
(6) Eggs.
(7) Meats.
(8) Condiments and spices.

Five hours a week throughout the year.

Dietetics.

The following subjects are considered in the course in dietetics: The nutritive value of foods; the function and course of food in the body; the balanced ration; the requirements of the body as influenced by age, climate, occupation; diet in disease. The preparation and serving of typical dietaries for each period of life will be a part of the work of this course Five hours a week, third quarter.

Home Nursing.

This course is for the purpose of giving the knowledge necessary for caring for the sick in the home, and in rendering first aid to the injured. The subjects considered are the

duties of the nurse, the location, furnishing and care of the sick room, bathing and dressing the patient, changing the bed, administering medicine, preparation and application of poultices, bandaging, emergencies, study of disinfectants, and their uses. Five hours a week, second quarter.

House Sanitation.

This course includes a study of the conditions which determine the healthfulness of the house and the application of the principles of sanitation to its care. It includes a study of the location of the house with regard to soil, exposure, elevation, surroundings, water supply; the construction of the house; heating, lighting, ventilation, plumbing; the cleaning of the house; equipment and care of the laundry and instruction in doing home laundry work. Five hours a week, first quarter.

House Decoration.

A study of color relations and simple designing with reference to wall finishes, hangings, floor decorations. Practice work will be given in planning finishes for the various rooms of the house. Five hours a week, second quarter.

Home Economics.

A study of the economic relations of the household. The course considers the source of the family income, its division. the family budget, household accounts, the cost and care of house furnishings, food clothing, the "higher life" expenditures, care of savings. Five hours a week, second quarter.

Teaching.

Practice teaching in the training school will be required of Household Arts students, in both cooking and sewing. A study will be made of the methods of preparation on the part of the teacher for the class exercise, and the discussion of laboratories—their location, equipment and care. Five hours a week, third quarter.

DEPARTMENT OF MUSIC

PUBLIC SCHOOL MUSIC
ASSISTANT PROFESSOR HERRICK

1. Elementary Course

This class is elective to members of the second elementary class. It is designed for those who are familiar with the rudiments of music. In addition to elementary principles, work in sight singing and ear training is given in this course.



NORMAL HALL



ONE OF THE LAKES NEAR DILLON

2. Teachers' Course

The purpose of this course is to train students for the regular music work of the Public School. The course includes sight singing, ear training, elements of music and notation, child voice, rote songs, work with victrola, methods of teaching music in the grades and practice teaching.

3. Supervisors' Course

Owing to the increasing demands each year for music supervisors, a course in Public School Music for elementary schools is offered to students who have completed the regular academic course. This contains a year of music work.

A knowledge of the piano is necessary, but students who have had piano work will not be required to take more if they show that they have a sufficient foundation for the work. Students are advised to take vocal in connection with the academic work, as the more training a teacher has in vocal music the better she will be prepared for her work.

INSTRUMENTAL MUSIC

MISS HATCH, DIRECTOR

It is not deemed advisable to map out a strict and unalterable system of musical tuition, to be followed by all students of music, as the individual needs of each pupil differ greatly from those of another.

It will be the aim of the department to lay a correct and thorough foundation, and to so train the pupils, technically and aesthetically, that they may be able to portray, in the realm of sound, that finer feeling and sweep of emotion, which are the swaying forces of all good performances.

Students' recitals will be given at appropriate intervals, thus giving the pupil ample opportunity to become accustomed to public performances.

An extra charge is made for all instrumental music instruction.

TERMS

A course of 20 lessons in Piano	$20.00
A course of 20 lessons in Voice Culture	20.00
A course of 10 lessons in Harmony (in class)	10.00
A course of 20 lessons in Organ	20.00
A course of 20 lessons in Pipe Organ	20.00

Tuition for these courses is payable in advance and no deduction can be made for lesson missed unless in cases of protracted illness or unless arrangements are made with the director to the contrary.

If so desired by the parents or guardians of the pupil,

a monthly statement will be mailed to them on the first of each month, after which payment may be made.

A large stock of music covering all requirements, is kept on hand, to be sold by the director. Accounts for this will be mailed the first of each month.

Pianos for rent at the rate of $1.00 per month, one practice period per day.

DEPARTMENT OF PHYSICAL CULTURE

MISS METCALF

The aim of the work in physical culture is, first the physical development of the student; second, preparation to teach or in cases of special ability to supervise physical culture and playground work in public schools; third, ease of movement and development of personality.

Physical examinations are made at the beginning of the year, and reviewed at the beginning of the second semester. From these examinations individual work is prescribed.

Any special examinations or eye tests that are advised must be attended to promptly and reported without delay.

Particular emphasis is laid upon corrective work, and special attention is given to alertness and spontaneity.

Physical culture is required of all students unless excused for some physical defect. Students thus excused are required to attend a physical culture class as observers, and to report regularly for corrective work.

The gymnasium dress required is the regulation blouse, bloomers, and tennis shoes in black. The blouse should be short-sleeved, cut square in the neck, and without collar. A short black skirt and flexible shoes are required during the senior year for gymnastic dancing.

Lockers are provided for each student, for which a deposit of fifty cents is made at the beginning of the year, to secure the return of keys.

First and Second Elementary Years.

Definite instruction in personal hygiene is given throughout the elementary years, and much attention is given to the practical application of the same.

First half of year: Introductory drill in formation, tactics, and marching. Drill in attention and response to command. Circle and competitive games. Introductory rhythmic work.

Second half of year: Question days. Exercise in stretch-

ing, jumping, running. Introductory dumbbell and wand exercise. Rhythmic plays and first folk dances. Field drill.

First Year Normal Course.

First half of year: Drill to develop quickness and spontaneity of movement. Quick formations. Marching poise. Balance exercises. Advanced wand and dumbbell drill period. Jumping, running, and walks carefully directed. Free play. Indoor and outdoor games. Fancy steps and advanced rhythmis exercise.

Second half of year: Exercise in German gymnastics. First Indian club drill. Games employing difficult organizations. Field day preparation. Rhythmic song games and folk dances.

Second Year..

First half of year: General gymnastics. Indoor and outdoor games. General athletics. Theory of Swedish gymnastics. Military tactics. First principles of gymnastic dancing. Foundation steps.

Second half of year: Advanced Indian club exercise. Advanced Swedish gymnastics. Field Day preparation. First track athletics. Social and gymnastic dancing.

Third Year.

First half of year: Theory of gymnastics. Play-ground methods. Theory of play. Free plays. Games—indoor and outdoor. Practice in teaching and directing games. Marching tactics. General gymnastics. Aesthetic dancing.

Second half of year: Gymnastics for the grades. Practice in teaching gymnastics. Track and field athletics. Corrective exercises. First aid. Advanced dancing and folk dances.

Playground Instruction

All of the playground activities at training school are directed by student teachers under the supervision of the instructor in physical training. One period a week is devoted to the theory of playground work and methods of direction and the work is closely supervised by the instructor as well as the practice work in the school-room gymnastics, in which a thorough course of practice teaching is required.

GENERAL INFORMATION

Location

The Montana State Normal College is located at Dillon, nearly seventy miles south of Butte. It is on the Oregon Short Line Railroad, but connections are such that it can be reached on the day of starting from all railroad town in most parts of Montana and eastern Idaho.

Buildings

The main building of pressed brick, with stone foundation, and slate roof, was built and equipped in 1897 at a cost of $50,000. The basement is occupied with the biological and psychological laboratories. On the main floor are the offices of administration and the class rooms for the training department and of the department of psychology. An assembly hall, art rooms, and the recitation room of the department of foreign languages, occupy the second story, and the third story is devoted to the domestic science department and the school of music.

A new building has been erected and equipped at a cost of $90,000. The basement contains the gymnasium and the lecture room and laboratories of the department of physics and chemistry and other class rooms. The first main floor has class rooms assigned respectively to the departments of English, mathematics, history, education, and also a large study room and retiring rooms. The second floor is devoted to the library, the large auditorium with seating capacity, including galleries, of nearly six hundred, and other class rooms.

All the buildings are heated with steam from a central plant, and electrically lighted.

Dormitories

The State Normal College offers exceptional opportunities to students to secure comfortable home accomodations, at a minimum of expense. Two large and attractive dormitories, closely connected, provide comfortable, healthful, and cheerful lodgings for about one hundred thirty young women, who are under the immediate personal supervision of the matron. They are thus freed from the inconveniences and interruptions which are unavoidable in private rooming houses and also have very much better lodgings than can be found outside the college campus.

Table board of excellent quality is furnished at the dormitory to both young women and young men. As this is provided at actual cost, the expense is very much less than must be paid elsewhere for equivalent advantages. Convenient

lodgings for young men are found in houses of private families near the college.

The Training School

The public schools of Dillon constitute the training school of the State Normal College. The school is maintained jointly by the College and the local school board. The College supplies a superintendent and six supervisors, and assists in the support of fourteen critic teachers, (fifteen in 1915-16), one for each room in the school. The training school is an actual public school, composed of five hundred pupils, under the usual conditions and with the usual problems to be found in public schools, so that the experience gained here is of direct and all-around value in the preparation of the student for future work in teaching.

The course of study is the same as that prescribed for the state of Montana, with such enrichment as is possible under favorable environment with liberal equipment and with a strong staff of teachers and supervisors. Enrichment occurs along such lines as primitive history, games, rythmic work, music, drawing, manual training, sewing, cooking, supplementary reading, history and geography.

The school is so organized as to carry on the training of the Normal College students in observation and actual teaching without detriment to the best interests of the pupils. Liberal financial support secures a crops of critics and supervisors who are selected from a wide range of the most thoroughly prepared and experienced teachers. Critic teachers, supervisors, and superintendent devote their time to making the school a model in character and efficiency. Student teachers begin their teaching only after thorough preliminary training and specific preparation for the work to be done. The youthful energy and enthusiasm of the student teachers, together with their knowledge that they must "make good," acts as a tonic on the school and contributes largely to their success notwithstanding their experience.

A splendid new building for the use of the training school has just been completed at a cost of about $80,000. It is thoroughly modern in every respect, provided with the latest improvements in lighting, heating, ventilating and vacuum cleaning systems. A work shop for manual training ,quarters for domestic science, a well equipped gymnasium, and an auditorium with a seating capacity of 450 persons are provided.

Library

The library contains about ten thousand volumes, besides a considerable number of pamphlets, and additions are con-

tinually being made. The books have been carefully selected with a view to the special needs of the school. The aim is not to obtain a single copy of as many different books as possible, but to ascertain what books are of the most practical use to the work of the school, and have a sufficient number of copies so that constant use of the books in connection with class work may be practicable.

Students have free access throughout the day to the library shelves, and a commodious reading room, in connection with the library, is always accessible for reading and study. Certain books may be withdrawn for home use.

The library is completely catalogued, both alphabetically by authors and by general subjects, in accordance with the Dewey Decimal System. The librarian and teachers also give special help to the pupils in the use of the library.

The reading room is supplied with a good selection of periodicals of a pedagogical character, as well as most of the magazines and reviews of the better class, and several Montana daily and weekly newspapers.

Use of the library is free to all students, but to guarantee proper care, each student deposits one dollar, which is returned at the end of the year, less any damages or fines which may have accrued.

The library subscribes regularly for the following periodicals:

American Historical Review
American Journal of Physiology
American Journal of Psychology
American Journal of Sociology
American Magazine
American Political Science Review
American School Board Journal
Atlantic Monthly
Bookman
Book Review Digest
Boston Cooking School Magazine
Century Magazine
Chautauquan
Classical Journal
Commoner
Cosmopolitan
Cumulative Book Index
Current Opinion
Education
Educational Review
Elementary School Teacher
Fliegende Blatter
Harper's Monthly
Hearst's Magazine
History Teacher's Magazine
Independent
Inter-Mountain Educator
Journal of American History
Journal of Education
Journal of Educational Psychology
Journal of Geology
Journal of Home Economics
Journal of Pedagogy
Kindergarten Magazine
McClure's Magazine
Manual Training Magazine
Nation
National Geographic Magazine
New York Teachers' Monographs
North American Review
Outlook
Pedagogical Seminary
Political Science Quarterly
Popular Science Monthly
Psychological Review
Public
Reader's Guide to Periodical Literature
Religious Education
Review of Reviews
Saturday Evening Post
School Arts Book
School Journal
School Review

School Science and Mathematics
Scientific American
Scribner's Magazine
Survey
Teacher's College Record
Twentieth Century Magazine
Uber Land und Meer
Vocational Education
Western Journal Education
World's Work
Yale Review
Youth's Companion

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Advocate of Peace, Boston
Associate Teacher, Pierre, S. D.
Belgrade Journal
Belt Valley Times
Billings Times
Bozeman Chronicle
Bulletin of Bureau of Labor, Washington, D. C.
Carbon County Journal
Choteau Acantha
Christian Science Journal
Christian Science Monitor
Christian Science Sentinel
Columbus News
Dawson County Review, Glendive
Dillon Examiner
Dillon Tribune
Enterprise, Malta
Forsyth Times-Journal
Glasgow Courier
Havre Plaindealer
Inland Empire, Moore
Journal of the American Osteopathic Association
Kalispell Bee
Lewistown Daily News
Madisonian Times
Manhattan Record
Meagher Republican, White Sulphur Springs
(The) Messenger, Helena
Midland Schools, Des Moines, Ia.
Moderator Topics
Montana Daily Record, Helena
Montana Socialist, Butte
Montana Staats Zietung, Helena
Montana Sunday School Roundup
Northwestern Stockman and Farmer, Helena
Northwest Tribune, Stevensville
Osteopathic Journal
Osteopathic Magazine
Palmer Penmanship Pointers
Philipsbury Mail
Polson News
River Press, Fort Benton
Rocky Mountain Husbandman
Rural School Educator
Sanders County Ledger, Thompson
Sanders County Signal, Plains.
School, New York City
School and Society
Searchlight, Culbertson
Silver State, Deer Lodge
Teaching, S. N. S., Emporia, Kas.
Times, Virginia City.
Townsend Star
Valley County News, Glasgow
Virginia City Record
Western News, Hamilton
Western News, Libby
Whitefish Pilot
Wibaux Pioneer
Yellowstone Monitor, Glendive

Laboratories and Apparatus

The apparatus of the manual training department is adequate for all courses outlined. A recent addition comprises a full equipment of Orr & Lockett manual training benches with Toles' rapid acting vices and full outfits of tools for wood working. Besides these there is a complete Sloyd outfit, and for work in drawing an abundant supply of drawing boards and implements, and a large assortment of casts and models.

There are four scientific laboratories for work in (1) physics and astronomy, (2) chemistry, (3) biology, (4) experimental psychology. All the laboratories are supplied with running water, and a Matthews gas machine furnishes all the

laboratories with convenient fuel. Dark rooms for developing photographic negatives are accessible to the laboratories.

(1) The physical laboratory is well equipped with heavy maple tables with 4-inch tops, is well lighted and supplied with water and an alternating electric current for furnishing motor power. The equipment includes work benches, carpenters' and tinners' tools, and apparatus for demonstration and investigation. The apparatus numbers about 600 separate pieces; some of the most important are: in mechanics—levers, wheel and axles, inclined planes, pulleys, balances, weights, and inertia apparatus; in hydro-dynamics and gravitation—pumps, Brahma press, Mason's apparatus, Joule's apparatus, waterwheels, hydrometers, both Twaddle and Nicholson, pendelums, Atwood's machines, Jolly's improved specific gravity balance; in optics—lens, prisms, mirrors, plane, concave and convex, polariscope, spectroscope, photometer and solar lanterns; in pneumatics—air pumps, barometer, baroscope, bell jars; in sound—tuning forks, acoustic tubes, sonometer, and siren; in heat—expansive apparatus, Gravesend ring and ball, conductometers, compound bars, thermometers; in magnetism and electricity—galvanic batteries, galvanometer, both tangent and astatic, a D'Arsonval dead-beat galvanometer, vacuum tubes, condensers, induction coils, dynamo, motors, telegraphic apparatus and an astronomic refracting telescope with a three-inch object glass, celestial and terrestrial eye-pieces having magnifying power of 102 and 125 diameters.

(2) The chemical laboratory is arranged with the purpose of securing individual work and good ventilation of the room so that none of the gas generated will remain in the room, to be distributed through the building. The equipment includes all apparatus necessary for work in descriptive chemistry and qualitative analysis. The work-cabinets are supplied with water, pneumatic troughs, glassware, reagent bottles and supplies. A large Berzilius gasometer and a still are added for procuring large quantities of gas and distilling water.

(3) The biological laboratory is fully equipped with dissecting and compound microscopes, microtomes, imbedding apparatus, dissecting apparatus, stains and reagents for preparation of materials, an articulated human skeleton, a full set of Bock-Steger anatomical models, two human brains, collection of marine forms of animal life, botanical collection, and a large number of lantern slides. In addition to these, this laboratory has a fine college bench, stereopticon, using electric arc light, and fitted with Bausch & Lomb microscope attachments for projection. Biological students also have access to the apparatus of the psychological laboratory.



THE PRESIDENT'S OFFICE



THE PARLORS, NORMAL HALL

(4) The psychological laboratory has recently been remodeled and numerous additions have been made to its equipment. Funds are also available for the further purchase of apparatus and illustrative material. The aim is first to provide for general psychology an adequate working equipment made up largely of the simpler pieces of standard apparatus, and secondly to procure more elaborate apparatus especially for psycho-pedagogical investigations. Following is a partial list of the apparatus already on hand:

(a) In optics: Bradley color-wheels, electric motor, color mixers, Hering's discs, campimeter, opthalmoscope, Snell's test cards, Herings fall apparatus, set of Muensterberg's pseudoptics, models of the eye, including (besides the usual anatomical models) Knapp's opthalomoscope and Porter's artificial eye.

(b) In acoustics: complete series of tuning forks (mounted), fall phonometer, set of Quincke's tubes, models of the ear, including Helmholtz's large model of the middle ear, Galton's piston whistle.

(c) In haptics and the lower senses: aesthesiometers, temperature and pressure points, algometers, olfactometers, diagrams of the dermal sense organs.

(d) For study of affective qualities: two kymographs of different types, Marey's tambours, Porter's sphymograph tambour, signal magnets and electric time markers, Jastrow's automatograph. Porter's sphytograph tubes, Francke's plethysmograph, dynamometers.

(e) For study of association, memory and action: set of Sanford's vernier chronoscope, Jastrow's memory apparatus, falltachistoscope.

(f) A complete set of brain models.

Publications

The Normal College Bulletin is published four times a year, three numbers being devoted each to some practical matter of value to teachers in connection with their regular school work, and the other constitutes the catalogue of the Montana State Normal College. Persons in the state who are interested may receive these publications regularly, without charge, on application to the president.

The Monmal is published monthly through the school year by the board of editors chosen by the students from among their own numbers. It gives practice in editorial work, and represents the various student activities.

The Chinook is an annual published by the senior class, depicting some of the lighter phases of college life.

The Story Teller's League

To further develop an interest in the art of story telling and to gain greater familiarity with the origin, growth and continuance of folk literature a story teller's league has become a permanent organization of the school. The league meets alternate weeks, only seniors being eligible.

The materials of the course are varied, but the unifying aim is to find those elements which make the piece of literature studied vital and strong and enduring.

Folk tales forming the themes of some of Wagner's verse, a few modern short stories, Norse stories and a number of Uncle Remus tales suggest such material as may be studied. The work is directed by Miss Bettes.

Oratory

The State Normal College is a member of the Montana Oratorical Association, and the successful competitor in a local contest represents the college in the annual state oratorical contest of the association. In the seven years during which time the organization has been in existence, this college has won first honor three times.

Athletics

The Normal College aims to make athletic enterprises an aid to intellectual pursuits rather than a substitute therefor. Consequently students are not encouraged to engage in competitive contests which take them to a distance from the college, and seriously interrupt their work. All such activities are promoted, however, as provide recreation and tend to normal healthy development. An athletic field on the campus gives ample opportunity for out-door sports, and the gymnasium, supplied with a variety of physical apparatus and baths, is under the direction of a practical instructor.

An athletic association has been formed for the purpose of encouraging systematic work in the various branches of athletics, especially in out-door sports.

Special attention is given to basketball and tennis. Before entering a basketball team a student must pass a physical examination by a physician. Membership is voluntary, but those who enter are held to regular practice as a part of their required work.

A tournament of class games closes the basketball season. The tennis club also ends its season with a tournament in the spring. The annual field day and play festival is participated in by the whole student body, including the training school.

Orchestra

A school orchestra under the direction of the supervisor of public school music is maintained in connection with the music department. Students who can play orchestra instruments and are desirous of joining the orchestra are requested to bring their instruments with them.

Entertainment Course

In order to enable the students to get the benefit of a few entertainments of an especially high character, the college has for several years secured the services of some noted lecturers, dramatists and musicians to give a course of entertainments distributed at intervals throughout the season. The large attendance has made it possible for each student to attend the course at very small expense. During the past season the following attractions have appeared at the College auditorium:

The Killarney Company, Musical.
Chancellor Bradford, Lecturer.
Alton B. Packard, Cartoonist and Entertainer.
Riner Musical Company.
Robert Manlove, Impersonater and Entertainer.
Montraville Wood, Lecturer and Demonstrator.
The Harmony Concert Company.

Concerts given from time to time by the Department of Music, and recitals and dramatic entertainments given by students are also accessible to all students of the College.

Expenses

The enrollment fee is five dollars for each semester of eighteen weeks in the first three quarters, and five dollars for the fourth quarter, or any part thereof. Students coming from a distance may deduct from this the amount necessarily paid for railroad fare to reach Dillon, except in the fourth or summer quarter, when an enrollment fee of five dollars will be charged to all who enroll for that quarter or any part thereof. Students in manual training pay for the material used. Students in chemistry pay a fee of two dollars for chemical supplies used each term. Students are also required to pay for their breakage of laboratory apparatus.

A fee of one dollar is charged for the advanced course in physics. One-half of this deposit is refunded at the conclusion of the course if no apparatus has been damaged. If a laboratory manual is supplied no refund is made. A library deposit of one dollar is required from all students. The deposit is returned at the end of the year if all fines have been paid.

The diploma fee is two dollars.

Class instruction in vocal music is free to all students, but those who take private music lessons pay fees as shown under the head "Department of Music."

Board and Lodgings

The dormitories provide most comfortable and convenient accommodations. The buildings are heated throughout with steam and electrically lighted. The rooms are arranged for two young women. The charge for board and lodging is $22.50 per month for each student, payable in advance, and there is no extra charge for heating and lighting. The rooms are thoroughly furnished in every respect except the linen (i. e., sheets, pillowslips, and towels). These, as well as table napkins for their own use, the students supply themselves. The above arrangements is for room in which the occupants use a double bed. Some of the rooms are provided with single beds; for these the rate is $23.50 per month. If it is possible to supply those who desire such accommodation with with single room, the charge will be $26.50 per month each. Bath room arrangements are ample and convenient for all.

As board is furnished for actual cost, no deduction will be allowed for absence unless the absence is continuous for at least a week. In any event only four-fifths of the amount will be deducted if a room has been retained.

Young men, by rooming in private houses and boarding at the dormitory, may keep their expenses within about the same limits as the young women.

Young women sometimes rent rooms in private houses and board themselves. No expense is saved in this way, however, and all accommodations are inferior to those in the dormitory.

Text-Books

Arrangements are made whereby students may obtain text-books at publishers' prices. Such books as students do not care to keep permanently, can often be bought second hand at small cost. Other needed supplies can be purchased conveniently in town.

Care of Students

While most of the students attending the Normal College are sufficiently mature to be responsibe for their own conduct, all who enroll themselves as students are expected to conform to the requirements of the college in respect to their personal and social conduct as fully as in other matters.

Only such restrictions are made as experience has proved to be essential to the well-being of the institution, and any-

one who should not be ready to conform to such requirements, could not be expect to be recommended as a teacher. While abundant opportunity is afforded for recreation and social enjoyment, these things are always to be held subservient to the school work, and in all these matters the judgment of those who have charge, rather than the judgment of pupils, is decisive.

The dormitory is equipped with local and long distance telephone, and parents even in distant parts of the state, can usually communicate instantly with their daughters in cases of emergency.

Vacations and Holidays

The only vacations and holidays are those shown on Page 2. Students and parents should read this carefully and make their arrangements accordingly, as pupils will not be excused to start for home earlier than the time specified in the calendar. Only those living within a few hours' ride of Dillon should plan to go home at the short recess at Thanksgiving and Easter.

Recommendation of Teachers

The chief purpose of the Normal College is to provide trained teachers for the public schools. Therefore the Normal College is glad to recommend its graduates to school boards who are considering appointments. If members of such boards will write to the Normal College, great care will be taken to recommend only such persons as are thoroughly qualified. To graduate from the Normal College implies not only academic preparation but so much practice teaching that a pupil's ability is thoroughly tested. Those who do not manifest a natural aptitude for teaching are not encouraged to graduate. Consequently when a graduate of the Normal College applies for a position with the unqualified recommendation of the faculty, school boards may feel assured that the applicant is abundantly qualified.

School boards may sometimes receive the impression that applicants are graduates of the Normal College when as a matter of fact, they have taken only a very little study there. It is earnestly requested, therefore, that when applications are received from such persons, the school board communicate directly with the president of the Normal College. A frank statment will then be made of just what work the applicant has done, and to what extent the faculty could recommend an appointment.

The college has found it inadvisable for members of the faculty to give general recommendations—that is recommendations which may be used in applying for any and all posi-

tions. But, on request, letters will be sent directly to superintendents or boards with whom applications have been filed, giving a careful statement of the applicant's fitness for that particular position.

The Shakespeare Club Loan Fund

The Shakespeare Club is the oldest literary organization in Dillon and is composed of women who reside in this vicinity. They have generously provided a fund to assist four students who are unable financially to meet all the expense of attending this school.

1. This fund may be used only by seniors who have been in this school one year, and who have been recommended by the faculty of the Normal College.

2. The fund shall be placed in the hands of the treasurer of the Normal College, and can be checked out by him only.

3. The student using this fund must give satisfactory security and must agree to the following terms:

(a) To pay six per cent interest from the date of the first installment received.

(b) To begin the payment with the first month's salary after graduation.

(c) To continue the payment in consecutive monthly installments thereafter.

(d) To complete the payment within the first year after leaving the institution.

4. The student using this fund may not draw more than fifteen dollars per month.

5. The Shakespeare Club reserves the right to recall this fund, giving one year's notice.

(6) One hundred thirty-five dollars would be available for one student during the year.

The Samuel P. Wells' Loan Fund.

This fund was established by Samuel Pitts Wells, a graduate of this institution, class of 1907, for the purpose of aiding worthy students to complete a course in the Normal college.

This fund is now being used and will not be available for a further loan until January, 1916. It will be available for those in the senior year who are in need of financial assistance and particulars in regard to it may be obtained by addressing an inquiry to the president.

For further information concerning the Normal College, or for catalogues, bulletins or special circulars, address,

Opportunities for Self-Help

To enable students of limited means to continue their studies, arrangements are made whereby a few pupils can earn

their board at the dormitories. As the number applying for such opportunities is always much greater than the number of places, preference is given to those who have no relatives able to pay their expenses. No one is employed who does not enter a regular course with a view to graduation, and those who are appointed are expected to pledge themselves to continue throughout the year. Students who are earning their board should not expect to carry as many studies as those who have all their time and energy for the school work.

Reserving Accommodations

Pupils expecting to lodge at the dormitory should write and engage rooms as early as possible, as all rooms are likely to be taken before the term begins. If persons who have engaged rooms find that they will not be able to come, they should send notice immediately, so that the rooms may be let to others.

Pupils entering at any time during the year may have accommodations at the dormitories if there happen to be vacant rooms. But rooms will not be held for pupils who expect to enter after the opening of the term, except upon payment in advance at the rate of $1.00 per week for the time from the opening of the term to the date of arrival. Rooms will be assigned only to students who expect to retain them to the close of the year, unless obliged to leave the college by reasons of illness or other unavoidable emergency.

Continuous Sessions

Beginning with September, 1911, the Montana State Normal College has been open the year round. There are four quarters, known as the autumn quarter, the winter quarter, the spring quarter, and the summer quarter, each of twelve weeks. The work of the summer quarter is of the same high character as in other parts of the year, and by reason of its length it is possible to accomplish as much work as in other quarters. Besides this there are in the summer quarter many special features which particularly appeal to teachers who are engaged in their own school work the rest of the year.

This arrangement enables teachers who are not normal graduates to complete courses without giving up their schools.

THE PRESIDENT,
Montana State Normal College,
DILLON MONTANA.

LIST OF GRADUATES

Name	Year	Course	Residence
*Albertson, Genevieve	1912	B. Pd.	Eureka
*Allen, Birdie T.	1907	T	Long Beach, Cal.
*Alspaugh, Jessica	1910	T	Livingston
Anderson, Mayme (Kerrigan)	1906	T	Roundup
Andrus, Alberta	1912	T	Dillon
Armstrong, Flora (Craver)	1903	T	Armstead
Arthur, Maud A.	1913	T	Belt
*Auerbach, Ida	1906	B. Pd.	Los Angeles, Cal.
Auerbach, Louise	1906	T	Los Angeles, Cal.
Baker, Idahna	1912	B. Pd.	Ismay
*Barter, Maud (Baldwin)	1907	S	Harrison
*Barclay, Alice M.	1903	T	Butte
*Barry, Lillian M. (Adams)	1908	T	Butte
*Bates, Beulah R. (Harrison)	1910	B. Pd.	Victor
Beck, Nellie	1914	T	Billings
Bennett, Bessie M.	1914	T	Whitehall
*Bennett, Louise M.	1901	T	(Died Sept. 2, 1903)
*Bennett, Mary L.	1908	T	Missoula
*Berg, Ida C.	1911	T	Harlowtown
Beuschlein, Gail A.	1909	T	Seattle, Wash.
Beuschlein, Minnie H.	1906	T	Seattle, Wash.
Bird, Verna	1914	T	Twin Bridges
*Bondeson, Selma	1910	T	Havre
Bonner, Olive L. (Sharkey)	1902	T	Sugar Hill, Pa.
Bothwell, Belle	1914	T	Anaconda
*Bovee, Cora I.	1905	T	Wibaux
*Bovee, Estelle E., Ph. B.	1903	F	Wibaux
*Bowen, Clara F.	1909	T	Philipsburg
*Bower, Eva M.	1908	T	Whitefish
*Brainard, Etta	1910	T	Bozeman
*Bramble, Kittie A.	1909	B. Pd.	Bozeman
*Breslin, Sarah	1904	F	Butte
*Brewer, Belva	1905	T	Townsend
*Broaderick, Anna R. (Morris)	1904	T	Havre
Brown, Hazel B. (Duncan)	1910	T	Deer Lodge
Bunch, Louise (Dodds)	1914	T	Souh Bend, Ind.
*Burke, Catherine A.	1907	T	Butte
*Burke, Margaret G.	1907	T	Butte
Burke, Mary R.	1913	T	Butte
*Burleigh, Pluma K. (Tattersall)	1903	T	Billings
*Burton, E. Lavina	1906	T	Billings
*Butter, M. Jean	1907	B. Pd.	York ,Neb.
Bywater, Bessie M. (Tyree)	1904	T	Salt Lake City, Utah
*Carlson, Eliza M. (Selway)	1904	T	Sunfield, Ida.
*Carroll, Joseph D.	1910	B. Pd.	Richmond, Wash.
*Carter, Mary M.	1905	T	Ismay
Chandler, E. Harriet	1914	T	Potomac
*Chase, Frances M.	1905	T	Seattle, Wash.
Clark, Helen L. K.	1914	T	Hamilton
Church, Lola B.	1913	T	Livingston

*Holders of Montana Life Diplomas.

†T, Three Years Course; F, Four Years Latin Course; S, Four Years Scientific Course; P, Professional Course; E, English Scientific Course; B. Pd., Bachelor of Pedagogy.

Name	Year	Course	Residence
Clapp, Thomas A.	1909	S	Butte
*Clark, Nellie B.	1907	T	Hamilton
*Clothier, Francis A.	1904	T	Plains
*Collier, Bessie V.	1908	T	Bozeman
*Collins, Louise M. (Wilson)	1907	T	Butte
Commeau, Dolores	1913	T	Laurel
*Conger, Marion E. (Weldon)	1901	T	Garneil
*Conklin, Ella M. (North)	1905	T	Plains
Conley, Marie E	1914	T	Three Forks
*Connell, Helen L.	1902	T	Anaconda
*Conway, Alice 1910 T	1911	F	Helena
*Conway, Ora B.	1907	B. Pd.	Helena
Conway, Ruth	1913	B. Pd.	Helena
Cotter, May	1914	T	Helena
*Cozad, Lulu V.	1902	T	Townsend
*Cremans, Maud E. (Bronson)	1908	T	Helena
*Crum, Marcia E. (Thornton)	1906	T	Whitefish
Curry, Mamie	1913	B. Pd.	Columbia Falls
*Dalton, Ernella K.	1903	T	Great Falls
*D'Autremont, A. L.(Myersick)	1903	T	Butte
*Davee, Henry A.—Ph. B	1912	T	Helena
*Davenport, Delle L. (Dolson)	1907	T	Helena
*Davidson, Grace M.	1907	T	Butte
*Davidson, Lida E. (Gilchrist)	1907	T	Belton
Davies, Mrs. Ada F.	1914	B. Pd.	Pony
Davies, Thomas M.	1914	B. Pd.	Park City
*Davis, Berna C. (Schroeder)	1910	T	Hinsdale
Davis, Flora L.	1901	T	(Died Feb. 13, 1906)
*Davis, Martha A. (Scott)	1905	T	Portland, Ore.
Davis, Nellie M. (Fox)	1912	B. Pd.	Deer Lodge
Dissett, Bessie	1914	T	Philipsburg
Devine, Marie S.	1912	T	Red Lodge
*Dierkes, Alice D. (Forgarty)	1905	T	Chinook
Dobyns, Stella V. (Edwards)	1903	T	Butte
Dragstedt, Myrtle L.	1913	T	Butte
Driscoll, Julia M.	1914	T	Butte
Duval, Emily D.	1913	T	Bridger
Dwyer, Cecil	1913	T	Missoula
*Earnest, Alma J.	1907	T	Miles City
*Eaton, Pearl M.	1910	T	Libby
Ellinghouse, Harriet S.	1912	B. Pd.	Silver Star
*Elliott, Katherine (Anderson	1905	T	Lewistown
*Erwin, Josephine M.	1912	T	Lewistown
*Erwin, Mable E. (Selway)	1908	T	Dillon
*Falligan, Ella A.	1911	T	Missoula
*Ferguson, Edna M. (Owsley)	1905	T	Missoula
Finnegan, Agnes	1914	T	Butte
Fischer, Susie E.	1913	T	Hamilton
*Fitzpatrick, Anna E.	1907	T	Butte
Flotow, Helen L.	1906	T	Auburn, Wash.
*Foster, Lelia E. (Kirby)	1901	T	Waterloo
*Fowler, Bessie	1908	T	Bozeman
Fox, Grace M. (Davidson)	1907	T	Thompson Falls
Franks, Ethel M.	1912	T	Bozeman
*French, Anna E.	1909	T	Billings
*French, Mayme F.	1904	T	Dillon
*Fridley, Edna M.	1907	T	Great Falls
*Fritz, Emma L.	1907	T	Miles City

Name	Year	Course	Residence
*Gibson, Effie W. (Wright)	1904	T	Belgrade
Gleeson, Grace A.	1913	T	Butte
*Goodall, Sophie (Woodward)	1904	T	Helena
*Goodson, Florence A.	1906	T	Livingston
Gorman, Anna A.	1913	T	Joliet
Gordon, Hannah (Bro)	1909	T	Fort Benton
Greenough, Elsie	1913	T	Twin Bridges
*Griffin, El Varo	1911	T	Anaconda
*Griffin, Maud	1908	T	Roundup
*Griffith, Margaret	1905	T	Butte
*Guillot, Frances H. (Reinig)	1903	T	Helena
Hadzor, Alice M. (Kilner)	1909	T	Jeffers
*Hagarty, Elizabeth C.	1909	T	Butte
*Hagen, Anna I.	1909	T	Great Falls
Harrington, A. C. (McMenany)	1907	T	Butte
*Harrington, Mary G.	1907	T	Butte
*Harrington, Margaret C.	1911	T	Butte
Hart, M. Dora	1913	T	Elso
Hartman, Lucille E.	1913	T	Victor
Hayes, Mary G.	1911	T	Died April 16, 1912)
Hearn, Erna E.	1913	T	Ovando
Hedges, Lillian M.	1912	T	Corvallis
*Heisey, Gertrude M.	1908	T	Great Falls
Hicks, M. M. (Cookyendall)	1904	T	Anaconda
Higgins, Eva Constance	1913	T	Bozeman
*Hill, Elsie B.	1903	T	Anaconda
Hill, Ida C. (Almquist)	1903	F	Butte
Hollister, Louise	1914	T	Missoula
*Holst, Laura C. (Maynard)	1908	T	Bozeman
Holtz, Clara A. (Marvin)	1911	T	Dillon
*Hopp, Katie E.	1903	F	Murray, Utah
Hoover, Annie M.	1912	T	Deer Lodge
*Howard, Florence	1904	T	Portland, Ore.
Hudson, Grace Squire	1904	T	San Francisco, Cal.
Hunsaker, Dell L.	1914	T	Bond
Hurd, Ada L.	1911	T	East Helena
*Hutton, Ethel L.	1907	T	Virginia City
*Innes, Mary L.	1911	T	Dillon
Jackson, Euphemia (Campbell)	1905	B. Pd.	Hermiston, Ore.
*Jackson, Minnie E. (Sinclair)	1903	T	Kalispell
Jackson, Rhoda	1912	T	Big Timber
*Jeffers, Altha M.	1907	T	Missoula
*Jenkins, Laura B.	1907	T	Denver, Colo.
*Johnson, A. Lucia	1909	T	Billings
*Johnson, Emma D.	1910	T	Deer Lodge
*Johnson, Grace H.	1909	T	Anaconda
*Johnson, Olga V.	1911	T	(Died Nev. 26, 1913)
*Jones, Edna M.	1911	T	Thompson Falls
Judson, Nina	1914	T	Great Falls
Karas, Susie M.	1913	T	Anaconda
Kelley, Mary L.	1911	T	Sula
*Kelley, Laura T.	1903	T	Butte
Kemper, E. Lucy	1913	B. Pd.	Reichle
*Keene, Ethel (Oliver,	1907	T	Townsend
*Kennedy, Edith E.	1909	B. Pd.	Helena
*Kennedy, Hazel	1908	T	Havre
*Kermode, Clara A.	1910	B. Pd.	Livingston
Kerrigan, Ella	1914	T	Red Lodge

Name	Year	Course	Residence
*Kermode, Clara A.	1910	B. Pd.	Livingston
*Ketchum, Edna W.—B. L.	1909	B. Pd.	Dillon
*Killoy, Sarah E.	1903	T	Butte
Kirk, Nina M.	1914	T	Lewistown
*Kleinschmidt, Alice(Goodson)	1904	T	Bozeman
Kolbenson, Margaret	1912	T	Laurel
*Koons, Emily E. (Slocum)	1907	T	Ogden, Utah
Kramer, Wilhelmina	1914	T	Butte
*Kuhl, Clara M. (Goodrich)	1911	T	Missoula
Kunzleman, Edith (Noyes)	1908	T	Turner
*Laird, Helen	1908	T	Butte
*Lambrecht, Lillian	1905	T	Butte
*LaReau, Eva M.–B. L.1903 F	1905	B. Pd.	Helena
*Larned, Blanche M.	1904	T	Ogden, Utah
*Larson, Anna I. (Devine)	1908	T	Ronan
*Larson, Annie K.	1909	B. Pd.	Madison, Wis.
*Lavigne, Edythe E.	1905	T	Billings
*Lawrenee, Eva L. M.	1909	T	Jackson
*Lawrence, Ruth M.	1907	T	Irby, Wash.
*Lear, Kathrin M. (Haines)	1905	T	Corvallis
*Lees, Ruth B. (Ward)	1908	T	Park City
*Lenning, J. William	1901	F	Fort Benton
*Lewis, Mary C.	1900	E	Bozeman
Lilly, Josephine C.	1913	T	Kalispell
*Lindfors, Verna	1906	S	Missoula
Lindlief, Helen	1914	T	Divide
*Litherland, Lillian (West)	1903	F	Buckley, Wash.
*Loftus, Delia M.	1905	T	Billings
Luther, Erna E.	1914	T	Great Falls
*Lyden, Catherine A.	1911	T	Butte
*Lynch, Annwillis	1911	T	Marysville
*McCormick, Cora	1898	P	Billings
MacDonald, Susie	1914	T	Philipsburg
*McFadden, Jose R.	1911	T	Billings
McGovern, Zita	1914	T	Butte
McGrady, Anna L.	1913	T	Anaconda
McGrady, Lucy	1914	T	Anaconda
*MacKillican, Myrtle A.	1910	T	Marysville
*McLeod, Mable (Gordon)	1898	P	Bozeman
*McMahon, Mary V.	1906	T	Butte
*McManus, Mary H.	1909	T	Anaconda
McManus, Anastasia M.	1912	T	Anaconda
*McNamara, Mamie, E.	1907	T	Dixon
*Mahoney, Marguerite E.	1911	T	Radersburg
Manthey, Elizabeth J.	1914	T	Stockett
Manwaring, Eliz'th (Hogeland)	1909	T	Kendall
*Marcille, Clara G.	1908	T	Anaconda
Marron, Rose A. (McManus)	1905	T	Calumet, Mich.
Marsh, Grant M.	1901	T	Long Beach, Cal.
Marshall, Neta Knap (May)	1911	T	Stevensville
*Matson, Lulu E. (Atkins)	1906	T	Butte
*Maw, Minnie (Streit)	1906	B. Pd.	Cascade
*Maxenier, Edith (Cashmore)	1900	E	Denton
*Maxwell, Lora A.	1911	B. Pd.	Dillon
* Mayer, Florence May	1913	T	East Helena
Mayer, Pearl M.	1914	T	Augusta
*Mayger, Helen De L.	1908	B. Pd.	Helena
*Maynard, Edith L.	1908	T	Polson

Name	Year	Course	Residence
*Meek, Beulah S.	1911	T	Lewistown
Meers, Katherine A.	1913	T	Dillon
Miller, Esther (Willard)	1908	T	Divide
Miller, Iva H.	1912	T	Livingston
*Moore, Emma F.	1909	T	Hood River, Ore.
Morgan, Dora L.	1912	T	Billings
*Mosher, Eleanor M. (Schmidt)	1909	T	Dillon
*Mosher, Maude	1908	P	Helena
*Murphy, Eleanor E. (Driscoll)	1903	T	Edmonton, Canada
*Myers, C. Bernice	1904	T	Hardin
*Myers, Harriet C.	1904	T	Butte
*Nelson, Buena	1907	T	Gardena, Cal.
*Nelson, Mable (Barbour)	1907	B. Pd.	Forsyth
*Noeth, Marguerite M.	1909	T	Missoula
*Nolan, Hortense M. (Paul)	1911	B. Pd.	Chicago, Ill.
Norris, F. Amelia	1913	T	Laurel
*Nutterville, Edith F.	1911	T	Butte
*Nutterville, Lucile C.	1910	T	Butte
Oard, Bertha M.	1912	T	Livingston
O'Brien, Alice K.	1914	T	Butte
O'Leary, Helen	1914	T	Butte
Oblaender, Helen L.	1912	T	Ronan
*Olmsted, Alice (Chambers)	1900	E	Dillon
*Olson, Florence J.	1911	T	Missoula
*Olson, Olga V.	1911	T	East Helena
*Oneal, Orpha M.	1911	B. Pd.	Plains
Owens, Lucy	1914	T	Red Lodge
*Owsley, Cora C.	1905	T	Helena
Palmer, Lavina M. (Slocum)	1907	T	Atlanta, Ga.
Parrish, Mary A.	1914	T	Bozeman
*Pascoe, Ch'lotteM.(Templeton)	1903	T	Butte
*Pattee, Mary T. (Keifer)	1906	T	Bozeman
*Patterson, Lena B. (Newell)	1903	T	Lewistown
*Peek, Mattie (Preston)	1907	T	Thompson Falls
*Pendergast, Helen M.	1911	T	Deer Lodge
Pendergast, Jean M.	1914	T	Grant
*Peterson, Barbara (Heeb)	1908	T	(Died May 3, 1915)
*Pierce, Jette F.	1899	E	Climax, Mich.
*Poindexter, Edith M.	1907	T	Seattle, Wash.
*Poindexter, Eleanor L.	1908	T	Long Beach, Cal.
*Poindexter, Jessie C.	1911	B. Pd.	Harlowtown
*Powers, Esther S.	1909	T	Great Falls
*Pohndorf, Mae E. (Powers)	1903	F	Deer Lodge
Poindexter, Margaret	1914	T	Dillon
Powers, Martha	1914	T	Great Falls
Price, M. May	1913	T	Whitefish
Rafferty, Anna E.	1912	T	Missoula
*Rathbone, G. M (Chambers)	1905	T	Dillon
*Raymond, Carrie B.	1905	T	Sheridan
*Raymond, Delilah E.	1904	T	Sheridan
*Reardon, Gertrude A.	1911	T	Anaconda
*Reinking, Grace M.(Walters)	1911	T	Kalispell
*Renwick, Priscilla	1912	B. Pd.	Billings
*Reynolds, Etta	1910	T	Troy
*Rich, Estella Mae	1900	E	Hood River, Ore.
Richardson E. R. (Browning)	1912	T	Fort Benton
*Richey, Effie A.	1906	T	Butte
*Rigbee, H. M. (Drunford)	1907	T	Missoula

Name	Year	Course	Residence
*Roberts, Ina E. (Streets)	1904	F	Butte
Roney, Alice E.	1914	T	Deer Lodge
Roode, Margaret J. (Ross)	1905	S	Chicago, Ill.
*Ruediger, Hazel M. (Pietsch)	1904	F	Washington, D. .C
*Rusher, Leila K. (Hunter)	1909	T	Kingston, Pa.
*Russel, Alice E.	1909	B. Pd.	Dillon
Ryan, Isabelle	1914	T	Salmon, Ida.
Ryan, Jessie C. (Montgomery)	1910	T	Chinook
Saurer, Elizabeth J.	1912	T	Philipsburg
*Schroeder, Edna A.	1907	B. Pd.	Berkeley, Cal.
*Schroeder, Helen M.	1904	T	Deer Lodge
Schulten, May A.	1913	T	Augusta
*Scott, Lucinda E. (Buck	1904	T	Butte
*Senior, Myrtle I.	1908	T	Deer Lodge
*Sharp, Mable M.	1906	T	Anaconda
Shepard, M. Pearl, (Ward)	1911	T	Dillon
*Sherman, Cornelia F. (Wade)	1906	T	Polson
*Showers, E. Sophia	1907	T	Anaconda
Sherry, Inez B.	1912	T	Blackfoot, Ida.
*Slocum, Mettie V.	1910	T	Arlee
Slusher, Carrie	1910	T	Big Timber
Smith, Mable A.	1911	T	Helena
*Smith, Theo E.	1909	B. Pd.	Helena
*Snook, Elizabeth	1906	T	Forsyth
Southmayd, M. L. (Hawker)	1906	B. Pd.	Sand Point, Ida.
*Squire, Edna	1900	T	(Died Sept. 23, 1908)
*Kukolsky, Frances (Stebbins)	1911	T	Wolf Creek
*Stenz, Helen (Cutting)	1907	T	Butte
Stephens, Carrie V.	1914	T	Twin Bridges
*Sterling, Bessie J. (Farrell)	1899	P	Ronan
*Stocker, Eva E.	1908	T	Grant
*Stonecliffe, Ida E.	1908	T	Colomae, Mich.
*Storey, Bessie M.	1909	B. Pd.	Lewistown
Sullivan, Agnes	1914	T	Butte
Sullivan, Anna M.	1914	T	Anaconda
Sullivan, Carolyn L.	1913	T	Alder
*Sullivan, Katherine	1909	T	Butte
*Sutherland, Esther H.	1905	T	Seattle, Wash.
*Sutherland, Elizabeth L.	1912	B. Pd.	Lewistown
Taylor, Florence G.	1913	T	Hamilton
Taylor, Hazel M.	1912	T	Sheridan
*Taylor, Iva (Davidson)	1905	T	Polson
Taylor, Lucy, M..	1912	T	Sheridan
*Taylor, Nellie M.	1909	B. Pd.	Augusta
Teisinger, Jennie M. (Noble)	1910	T	Fairview
*Templeton, M. Echo	1905	T	Anaconda
*Templeton, Minnie M.	1910	T	Anaconda
*Templeton, Myrtle M.	1908	T	Anaconda
*Thomas, Annie L.	1903	T	Anaconda
*Thompson, Gertrude, M.	1910	T	Anaconda
*Thompson, Mamie (McIntosh)	1904	T	Dillon
*Tintinger, Lena E.	1912	T	Cascade
*Tooley, Harriet E. (Waldorf)	1900	E	Twodot
*Toothacker, R. E. (Simpson)	1906	T	Spokane, Wash.
*Torreyson, Fannie S.	1908	T	Red Lodge
Torreyson, Mabel C.	1914	T	Red Lodge
*Tower, Mayme E. (O'Brien)	1903	T	Sheridan
*Valentine, Olive Adelle	1905	T	Tacoma, Wash.

Name	Year	Course	Residence
*VanDoren, Montana M. (Myers)	1904	T	Livingston
*Van Etten, Madie (Rife)	1901	T	Butte
Vines, Ethel M.	1913	T	Butte
*Vogel, Jacob W.	1909	B. Pd.	Lewistown
*Walker, Lucy M. (Ford)	1901	T	Dillon
*Wall, Nevada M.	1909	T	Dell
Walsh, Florence	1912	T	Helena
*Wartenweiler, Laura (Simons)	1904	F	Johannesburg, So. Africa
*Watkins, Maude A. (Stone)	1907	T	Portland, Ore.
*Watson, Mary (Gorman)	1910	T	Dillon
*Wells, Sameul Pitts	1907	T	Denver, Colo.
Weenink, Mildred L.	1910	T	Bedford, Ind.
*Wesch, Rosamond A.	1908	B. Pd.	Billings
White, Mary Catherine	1914	T	Billings
Wigand, M. Etta	1913	B. Pd.	Billings
Williams, Olga A. (Landt)	1908	T	Seattle, Wash.
*Williams, Phoebe (Comfort)	1899	P	Virginia City
*Willis, Catherine (Paxton)	1904	E, 1904 B. Pd.	Dillon
*Willis, L. Fern (Clark)	1908	T	Glasgow
*Wilson, Elva A.	1910	B. Pd.	Bozeman
*Wilson, Mary Lee	1904	T	Helena
*Winters, Gladys	1910	B. Pd.	Polaris
Wolverton, Val. (Van Orsdol)	1903	F	Helena
Wood, Anna A. (Sicora)	1906	B. Pd.	Red Lodge
*Woodward, Mary	1904	T	Divide
*Wright, Myrtle L.	1905	B. Pd.	Lewistown
*Wyatt, Wm. R. 1907 T,	1912	B. Pd.	Missoula
Yearian, Irene Gertrude	1914	T	Dillon

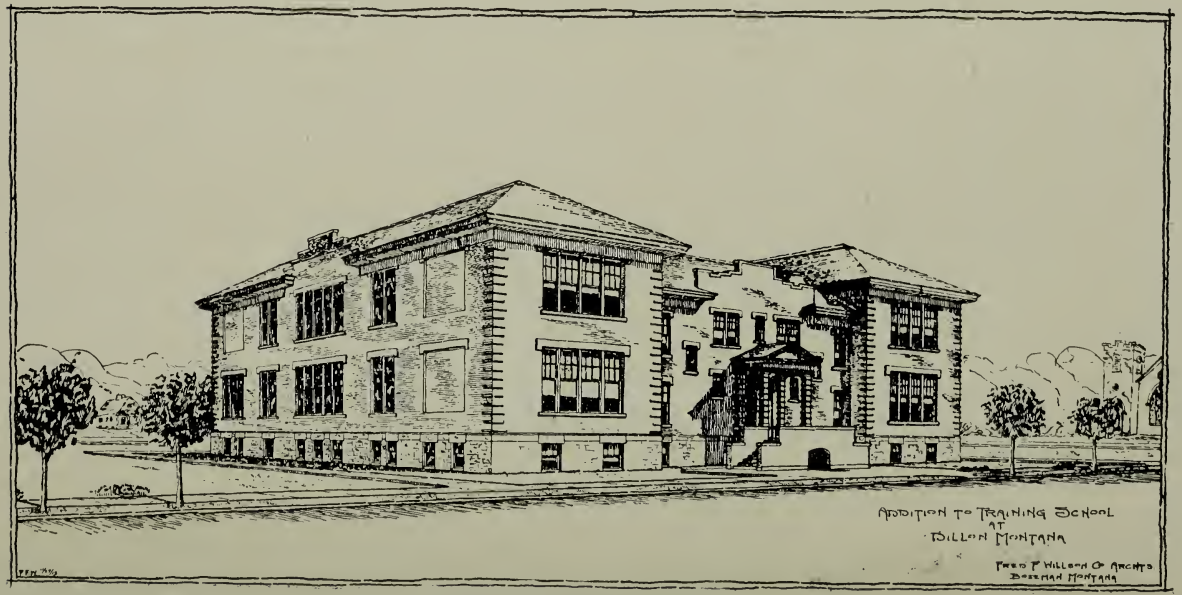
GENERAL ENROLLMENT

Sept., 1914 to May, 1915

Name	City	County
Adams, Ethel B.	Dillon	Beaverhead
Anderegg, Olga E.	Dillon	Beaverhead
Andrews, Angie	Missoula	Missoula
Bachelder, Eva M.	Red Lodge	Carbon
Baldwin, Frances A.	Montpelier, Idaho.	
Bangs, Amy	Sage	Hill
Barney, Bernice L.	Denton	Fergus
Barrett, Mamie	Butte	Silver Bow
Barsch, Gladys A.	Fort Benton	Choteau
Baumgardner, Minnie	Stickley	Stillwater
Bears, Thamar	Boise, Idaho.	
Benedick, Iva L.	Plains	Sanders
Bishop, Margaret	St. Regis	Missoula
Blair, Lynette S.	Lewistown	Fergus
Boyd, Ruth J.	Butte	Silver Bow
Brandenberg, Edna A.	Kalispell	Flathead
Bray, Dorothy	Los Angeles, California.	
Brayton, Eunice Maretta	Brayton	Custer
Brayton, Gertrude A.	Brayton	Custer
Brennen, Zita	Butte	Silver Bow
Brinnen, Lida M.	Mills, Pa.	

Name	City	County
Brooke, Gladys Maria	Bozeman	Gallatin
Brown, Gladys	Nimrod	Missoula
Bryan, Nettie F.	Elliston	Powell
Buller, Clara R.	Garniell	Fergus
Burke, Julia E.	Butte	Silver Bow
Busch, Esther C.	Butte	Silver Bow
Card, Mabel Emily	Helena	Lewis and Clark
Carruthers, Hazel M.	Dillon	Beaverhead
Clark, Eva	Butte	Silverbow
Clarke, Hilda	Elkhorn	Jefferson
Cleveland, Inez	Ekalaka	Custer
Collins, Nellie	Butte	Silver Bow
Connell, Bernice B.	Holter	Lewis and Clark
Connolly, Elizabeth	Butte	Silverbow
Corlett, Katheryn	Ovando	Powell
Corregan, Ellen A.	Cleveland	Blaine
Corrigan, Annie Clara	Gold Creek	Powell
Craig, Idelle C.	Collins	Teton
Craig, Ralph S.	Collins	Teton
Coughlin, Evelyn	Helmville	Powell
Courtney, Mildred	S. Butte	Silverbow
Criswell, Lena M.	Clyde Park	Park
Darnall, Hazel E.	Burkes, N. Dak.	
Darnall, Nellie M.	Burkes, N. Dak.	
Davis, G. Catherine	Melville	Sweetgrass
Day, Bessie J.	Drummond	Granite
Dee, May	Anaconda	Deer Lodge
Drummond, Rosa M.	Electric	Park
Duff, Mabel L.	Drummond	Granite
Edward, Mabel L.	Marion	Flathead
Elliott, Howard E.	Weiser, Idaho.	
English, Jennie E.	Big Sandy	Hill
Epler, Howard B.	Billings	Yellowstone
Erickson, Mabel E.	Saco	Valley
Fauss, Emma A.	Two Dot	Meagher
Foley, Mary	Missoula	Missoula
Ford, Mae Olive	Butte	Silverbow
Fousek, Mayme F.	Great Falls	Cascade
Garr, Gladys L.	Dell	Beaverhead
Garr, Grace Loraine	Dell	Beaverhead
Gilbert, Montana	Dillon	Beaverhead
Gill, Mrs. Frances Ethel	Wise River	Beaverhead
Goodwin, Geraldine	Butte	Silver Bow
Goss, Stella M.	Park City	Stillwater
Graham, Helena	Butte	Silverbow
Graves, Joy W.	Choteau	Teton
Gray, Anna Inez	Broadview	Yellowstone
Gray, Mary B.	Choteau	Teton
Greenough, Helen M.	Butte	Silverbow
Greenwell, Eva G.	Roundup	Musselshell
Griffin, Mary Frances	Alder	Madison
Guilbault, Catherine M.	Marysville	Lewis and Clark
Hails, Cora T.	Dillon	Beaverhead
Hampston, Catherine A.	Butte	Silver Bow
Harding, Ruth M.	Butte	Silver Bow
Harrington, Anna	Butte	Silver Bow
Harrison, Elizabeth	Butte	Silver Bow
Haugh, J. Florence	Bear Creek	Carbon

Name	City	County
Haughland, Effie Irene	Lennep	Meagher
Heininger, Violet V.	Metamora, Ill.	
Hendrickson, Sarah	Foster	Big Horn
Henrich, Alta L.	Waterloo	
Hildreth, Laura Frances	Armstead	Beaverhead
Huff, Eria E.	Bozeman	Gallatin
Hungate, Mabel E.	Dell	Beaverhead
Hurlburt, Blanche	Thompson Falls	Sanders
Irwin, Rachel E.	Billings	Yellowstone
Jacoby, Myrtle E.	Fort Benton	Choteau
Johnson, Bertha A.	Belt	Cascade
Johnson, Edna Roberts	Anaconda	Deer Lodge
Johnson, Florence H.	Anaconda	Deer Lodge
Johnson, Freda	Washburn, N. Dak.	
Kale, Bessie M.	Farmington	Teton
Kelley, Alzina H.	Stanford	Fergus
Kelly, Julia R.	Butte	Silver Bow
Knotts, Estella B.	Dillon	Beaverhead
Knutsen, Lily P.	St. Cloud, Minn.	
Kramer, Ella	Butte	Silver Bow
Kramer, Emily J.	Butte	Silver Bow
LaValley, Sophia L.	Elizabeth	Teton
Leach, Ida E.	Manhattan	Gallatin
Lenox, Naomi Agnes	Dillon	Beaverhead
LePage, Yvonne C.	Anaconda	Deer Lodge
Lewis, Vera	Flint	Meagher
Love, Inez E.	Raceville	Cascade
Lower, Louise	Miles City	Custer
Lowery, Anna Edith	Garnet	Granite
Lowther, Evangeline A.	Butte	Silver Bow
McCarthy, Erma	Townsend	Broadwater
McDonald, Mary Rose	Elliston	Powell
McDonnell, Elizabeth	Cameron	Madison
McFadden, Rosemary A.	Laurin	Madison
McGrade, Mrs. Minnie A.	Butte	Silverbow
McIntosh, Florence	Boyd	Carbon
McKinley, Cora	Buffalo	Fergus
MacMillan, Helen M.	Anaconda	Deer Lodge
McRae, Agnes	Butte	Silver Bow
McTigue, Anna	Big Timber	Sweetgrass
Malee, Mable	Silver Bow	Silver Bow
Manning, Marguerite D.	Butte	Silver Bow
Marchesseau, FlorenceE.	Polaris	Beaverhead
Marchesseau, May E.	Polaris	Beaverhead
Marchesseau, Olive	Polaris	Beaverhead
Martin, Florence	Anaconda	Deer Lodge
Martin, Olive	Anaconda	Deer Lodge
Masters, Clara	Alma	Hill
Meers, Katherine	Dillon	Beaverhead
Mercier, Dorothy M.	Livingston	Park
Merriman, Carl H.	Belt	Cascade
Millegan, Nora D.	Millegan	Cascade
Miller, Mary L.	Kremlin	Hill
Miller, Vera G.	Foster	Big Horn
Morgan, Mayme E.	Miles City	Custer
Mulcahy, Kate B.	Cascade	Cascade
Mullen, Mary Lenore	Deer Lodge	Powell
Mulligan, Mary M.	Anaconda	Deer Lodge



THE TRAINING SCHOOL

Name	City	County
Muntzner, Maude V.	Butte	Silver Bow
Murphy, Sadie	Boulder	Jefferson
Myers, Frances M.	Corvallis	Ravalli
Neal, Gladys Mary	Butte	Silver Bow
Nilan, Catherine R.	Helena	Lewis and Clark
Norby, Mabel E.	White Pine	Sanders
Nord, Sadie L.	Saugus	Custer
O'Brien, Katherine A.	Billings	Yellowstone
O'Brien, Leah R.	Dillon	Beaverhead
O'Brien, Rose Cecelia	Baker	Custer
O'Connell, Kathleen	Marysville	Lewis and Clark
Orr, Ruth	Dillon	Beaverhead
Parkhurst, Marjorie	Poplar	Sheridan
Pendergast, Marguerite	Dillon	Beaverhead
Peterson, Mabel L.	Eudora	Flathead
Peterson, Minnie	Corinth	Yellowstone
Pierce, Edna L.	Forest Grove	Fergus
Porter, Flora V.	Stevensville	Ravalli
Potter, Mary M.	Columbus	Stillwater
Powers, Anna M.	Fort Benton	Choteau
Price, Richard R.	Dillon	Beaverhead
Quigley, Margaret H.	Wabasha, Minn.	
Reddington, Clara B.	Dillon	Beaverhead
Reilley, Catherine M.	Ekalaka	Custer
Riley, Cassie	Butte	Silver Bow
Riley, Kathryn C.	Grey Cliff	Sweetgrass
Roe, Alice	Dillon	Beaverhead
Rundle, Evelyn Clara	Klein	Musselshell
Russell, Lelia	Luther	Carbon
Sacket, Nathalie F.	Helena	Lewis and Clark
Schowe, Edith I.	Sheridan	Madison
Schwind, Marie	Selway	Custer
Scott, Carolyn J.	Froid	Sheridan
Scott, Irene G.	Thompson Falls	Sanders
Seidenick, Irene	Butte	Silver Bow
Seidnick, Mabel	Dillon	Beaverhead
Seidensticker, Lucy	Dillon	Beaverhead
Seidnesticker, Mabel	Dillon	Beaverhead
Seineke, Laura	Butte	Silver Bow
Sellers, Louise J.	Forest Grove	Fergus
Selvage, Ruth E.	Columbia Falls	Flathead
Shields, Anna M.	Basin Creek	
Simmons, Emily	Ballatine	Yellowstone
Simon, Theresa M.	Trout Creek	Sanders
Sims, Amy	Saco	Valley
Singleton, Ethel	Bartlett	
Smith, Bessie J.	Harlowtown	Meagher
Smithson, Hazel M.	Harlem	Blaine
Snyder, Mary Beatrice	Forsyth	Rosebud
Spencer, Ray W.	Yellowstone	Gallatin
Spiller, Amy L.	Belt	Cascade
Sprinkle, Laura E.	Dillon	Beaverhead
Steeves, Ruth C.	Livingston	Park
Stephens, Carroll V.	Twin Bridges	Madison
Stephens, C. Helen	Yellowstone	Gallatin
Stingley, Mary E.	Lewistown	Fergus
Stroud, Bessie E.	Whitelash	Hill
Stroud, Eva	Salmon, Idaho.	

Name	City	County
Styth, Beryl M.	Terry	Custer
Sweeney, Agnes	Kendall	Fergus
Tenneson, Arlene	Kalispell	Flathead
Thomas, Chloea C.	Dillon	Beaverhead
Thomas, Dorothy E.	Twin Bridges	Madison
Thomas, Esther P.	Dillon	Beaverhead
Thompson, Alpha M.	Ekalaka	Custer
Thompson, Huldah T.	Anaconda	Deer Lodge
Tilton, Marguerite	Paradise	Sanders
Tovey, Janie Leslie	Briston	Beaverhead
Turner, Minnie	Buena Vista, Col.	
Underwood, Pearl	Siemes	Carbon
Wall, Alice V.	Ogden, Utah.	
Wallace, Margaret M.	Anaconda	Deer Lodge
Weaver, Marion Kate	Hall	Granite
Weldon, Frances G.	Butte	Silver Bow
Whitlock, Elsie M.	Belfrey	Carbon
Wilcox, Grace M.	Lima	Beaverhead
Williamson, Dorothy, B.	Bernice	Jefferson
Williamson, Edna M.	Bernice	Jefferson
Young, Frances B.	Dillon	Beaverhead
Zuidema, Anna	Farmington	Teton

SUMMER SCHOOL

1914

Name	City	County
Abbott, Leslie E.	Columbia Falls	Flathead
Albright, Helen M.	Virginia City	Madison
Allen, E. E.	Whitehall	Jefferson
Anderson, Catherine F.	Hall	Granite
Ayotte, Mrs. Cecile	Laurin	Madison
Bailey, Grace	Plentywood	Sheridan
Bailey, Hazel E.	Miles City	Custer
Bailey, Nellie P.	Plentywood	Sheridan
Baker, Idanha	Dillon	Beaverhead
Baldwin, Chester L.	Noxon	Sanders
Baldwin, Mrs. C. L.	Noxon	Sanders
Bannon, Margaret H.	Troy, Kansas.	
Barney, Bernice L.	Denton	Fergus
Beebe, Frances	Miles City	Custer
Benedick, Iva	Plains	Sanders
Bennett, Mrs. Bettie	Conrad	Teton
Bennett, May	Race Track	Powell
Bequette, Agnes L.	Emmerson, N. D.	
Betz, Lillian	Vandalia	Valley
Brady, Lillian M.	Great Falls	Cascade
Brogan, E. P.	Anaconda	Deer Lodge
Brooks, Olive C.	Bozeman	Gallatin
Bryan, Edna	Big Timber	Sweetgrass
Buhler, Justina E.	Polson	Flathead
Buriff, Melissa	Superior	Missoula
Burnett, Mabel L.	Stevensville	Ravalli
Burt, Mamie E.	Butte	Silver Bow
Bush, Harriet E.	Pony	Madison
Byrne, Katherine	Butte	Silver Bow

Name	City	County
Campbell, Bessie B.	Great Falls	Cascade
Carlson, Jennie	Helena	Lewis and Clark
Carroll, Cecile M.	Bernice	Jefferson
Cary, Maud	Missoula	Missoula
Chandler, Eliza N.	Bond	Beaverhead
Clark, Eva	Butte	Silver Bow
Clark, Rhoda M.	Kearney, Neb.	
Cochran, Effa	Dillon	Beaverhead
Cochran, Evelyn	El Dorado, Mo.	
Connelley, Norah	Dillon	Beaverhead
Conroy, Margaret	Anaconda	Deer Lodge
Cornelson, Florence L.	Camas	Sanders
Corregan, Helen L.	Portage	Cascade
Craig, Mrs. Idelle C.	Collins	Teton
Craig, Ralph S.	Collins	Teton
Crawford, William J.	Melstone	Musselshell
Cronin, Anna M.	Butte	Silver Bow
Croin, Nona L.	Butte	Silver Bow
Crosby, Bessie B.	Mizpah	Custer
Culpepper, Sammie I.	Haugan	Missoula
Cummings, Lillian	Red Lodge	Carbon
Cundiff, Grace M.	Sidney	Dawson
Davidson, Anna	Anaconda	Deer Lodge
Davies, Mrs. Ada F.	Pony	Madison
Davies, Thomas M.	Park City	Stillwater
DeCelles, Corrinne	Boulder	Jefferson
Dissett, Bessie	Ronan	Missoula
Dixon, Lillis A.	Big Timber	Sweetgrass
Doerfler, Kate	Cohagen	Dawson
Doerfler, Sue I.	Cohagen	Dawson
Doles, Maud M.		
Edwards, Mabel L.	Pipestone	Jefferson
Ellis, Mabel	Ekalaka	Custer
English, Jennie E.	Big Sandy	Choteau
Epler, Howard B.	Billings	Yellowstone
Ettien, Susie A.	Alberton	Missoula
Eunson, Genevieve	Park City	Stillwater
Fauss, Emma A.	Two Dot	Meagher
Fitzpatrick, Rose D.	Finn	Powell
Foley, Verna M.	Belt	Cascade
Fowler, Ruth	Victor	Ravalli
Gatton, Dorothy,	Bozeman	Gallatin
Gaughnour, Eva B.	Livingston	Park
Gersch, Elizabeth C.	Sheridan	Madison
Gibb, Mary A.	Belt	Cascade
Glazier, Eunice F.	Rothiemay	Musselshell
Gottlob, Susie	Big Timber	Sweetgrass
Grant, Essie K.	Anaconda	Deer Lodge
Grant, Sibyl	Monida	Beaverhead
Greenwell, Eva G.	Roundup	Musselshell
Gregg, Elsie	Bannack	Beaverhead
Griffin, Maisie M.	Glendive	Dawson
Hall, Lolo V.	Belgrade	Gallatin
Hammer, Emma M.	Boulder	Jefferson
Hanson, Mrs. G. S.	Pony	Madison
Hanson, Olive L.	Pony	Madison
Harris, Edna B.	Plains	Sanders
Harrison, Elizabeth	Butte	Silver Bow

Name	City	County
Hawkins, Isabel	Helena	Lewis and Clark
Hazleton, Anna E.	Boulder	Jefferson
Hazleton, Mary K.	Boulder	Jefferson
Hedges, Lillian Maud	Columbus	Stillwater
Hetherington, Georgina	Stockett	Cascade
High, Allene G.	Radersburg	Broadwater
Hocum, Cora I.	Jackson	Beaverhead
Horvick, Anna	Scobey	Sheridan
Hynes, Louise M.	Melrose	Silver Bow
Jackson, Nora E.	Sheridan	Madison
Janskovitch, Mary	Bear Creek	Carbon
Johnson, Ada M.	Twin Bridges	Madison
Johnson, Edith L.	Great Falls	Cascade
Johnson, Florence E.	Lewistown	Fergus
Johnson, Grace	Anaconda	Deer Lodge
Johnson, Irma	Great Falls	Cascade
Judson, Nina F.	Great Falls	Cascade
Kelley, Anne	Alder	Madison
Kelly, Mary L.	Anaconda	Deer Lodge
Kelsen, Edgar E.	Belfry	Carbon
Kidwell, Elizabeth B.	Monida	Beaverhead
Kolbenson, Bertha C.	Fort Benton	Choteau
Kolbenson, Margaret E.	Laurel	Yellowstone
Kremer, Elsie K.	Belgrade	Gallatin
Laurie, Lillian A.	Eddy	Sanders
Lawrence, Rebecca L.	Dillon	Beaverhead
Leckliter, Gldys M.	Salesville	Gallatin
Lencx, Naomi A.	Dillon	Beaverhead
LePage, Yvonne C.	Anaconda	Deer Lodge
Lowney, Agnes	Butte	Silver Bow
Lunceford, Bertha L.	Harlowtown	Meagher
Lynn, Anna	Missoula	Missoula
MacDonald, Lauchia M.	Quartz	Missoula
MacDonald, Mary L.	Anaconda	Deer Lodge
MacDonald, Susie	Philipsburg	Granite
McGee, May	Ingomar	Rosebud
McGovern, Stella M.	Butte	Silver Bow
McGrady, Lucy Loretta	Anaconda	Deer Lodge
McLeod, Mary L.	Poplar	Sheridan
McManus, Mary	Anaconda	Deer Lodge
Mach, Hazel L.	Cavern	Jefferson
Mahoney, Marion	Butte	Silver Bow
Manthey, Elizabeth J.	Stockett	Cascade
Martin, Marion C.	Butte	Silver Bow
Masters, Clara M.	Alma	Hill
Meehan, Blanche	Emmetsburg, Ia.	
Merry, Katherine	Missoula	Missoula
Miller, Maud J.	Belgrade	Gallatin
Minich, Alice	Forest Groove	Fergus
Montgomery, Gertrude B.	Graettinger, Ia.	
Morgan, Dora L.	Billings	Yellowstone
Morrison, Stella	Bridger	Carbon
Mosher, Mrs. E. R.	Dillon	Beaverhead
Mulcahy, Kate B.	Cascade	Cascade
Murphy, Mabel M.	Michiganne, Mich.	
Neal, Gladys, Mary	Butte	Silver Bow
Nickel, Anna E.	Butte	Silver Bow
Noble, Florence C.	Somers	Flathead

Name	City	County
Norris, F. Amelia	Helena	Lewis and Clark
Nunn, Louise	Como	Ravalli
Nutterville, Edith F.	Butte	Silver Bow
O'Hare, Jean	Sand Coulee	Cascade
Oliver, Gladys S.	Dillon	Beaverhead
Parke, M. Genevieve	Park City	Stillwater
Parker, Margaret	Wibaux	Dawson
Parkhurst, Hazel S.	Poplar	Sheridan
Pattsner, Mary	Belt	Cascade
Paul, Lucille Justan	Dillon	Beaverhead
Pendergast, Helen L.	Jackson	Beaverhead
Pendergast, Jean M.	Grant	Beaverhead
Pendergast, Marguerite	Dillon	Beaverhead
Peterson, Emma	Howie	Sweetgrass
Peterson, Mabel L.	Eudora	Flathead
Poindexter, Jessie C.	Harlowton	Meagher
Provow, Edward L.	Niarada	Sanders
Reardon, Gertrude A.	Anaconda	Deer Lodge
Reichle, Theresa M.	Reichle	Beaverhead
Riley, Cassie	Butte	Silver Bow
Robinson, Jane	Butte	Silver Bow
Roe, Alice	Dillon	Beaverhead
Rogers, Mary R.	Butte	Silver Bow
Rollwitz, Wilhelm	Laurel	Yellowstone
Rossiter, Agnes	Butte	Silver Bow
Sankey, Mona	Arp	Custer
Schermerhorn, Glen M.	Power	Teton
Schowe, Edith	Dillon	Beaverhead
Scott, Caroline J.	Froid	Sheridan
Seeley, Ethel H.	Bozeman	Gallatin
Seideneck, Irene	Butte	Silver Bow
Shea, Nellie	Anaconda	Deer Lodge
Sheill, Nettie G.	Garniell	Fergus
Sheridan, Mary A.	Big Timber	Sweetgrass
Seikmeyer, Pansy M.	Waukon, Ia.	
Simmons, Edna M.	Ballentine	Yellowstone
Skipper, Ida	Roundup	Musselshell
Smith, Hansine T.	Creston	Flathead
Smith, Ida E.	Idaho Falls, Idaho.	
Spuhler, Jeanette H.	Sheridan	Madison
Stewart, Lola B.	Whitehall	Jefferson
Street, Grace L.	Bozeman	Gallatin
Sullivan, Mary F.	Butte	Silver Bow
Sweeney, Agnes M.	Hilger	Fergus
Templeton, Echo	Anaconda	Deer Lodge
Templeton, Myrtle	Anaconda	Deer Lodge
Templeton, Russell	Anaconda	Deer Lodge
Thomas, Esther P.	Dillon	Beaverhead
Thompson, Alpha M.	Ekalaka	Custer
Tinsley, M. Elsie	Pony	Madison
Tobinski, Agnes M.	Butte	Silver Bow
Torreyson, Mabel	Red Lodge	Carbon
Valleau, Verna C.	Livingston	Park
Vanderbeck, Anna	Virginia City	Madison
Vanderlip, Margaret A.	Gardiner	Park
Wall, Alice V.	Lakeview	Beaverhead
Wall, Bessie B.	Dell	Beaverhead
Wall, Elsa M.	Big Sandy	Choteau

Name	City	County
Wallace, Margaret McF.	Anaconda	Deer Lodge
Wallin, Elsie C.	Basin	Jefferson
Warner, Anna A.	Bearmouth	Granite
Wayman, Blanche	Roberts	Carbon
Weenink, Ruth A.	Dillon	Beaverhead
Whetstone, F. B.	Pony	Madison
Wicks, Helene A.	Butte	Silver Bow
Widdifield, Cora	Lewistown	Fergus
Wilcox, Grace Gladys	Lima	Beaverhead
Williamson, Nellie M.	Intake	Dawson
Williamson, Eva	Butte	Silver Bow
Wilson, Ellen F.	Mondak	Sheridan
Wooding, Mittie	Haddam, Kansas.	
Wright, Minnie E.	Laurel	Yellowstone
Wyatt, Carrie A.	Camas Prairie	Sanders

MUSIC

PIANO

Name	City	County
Anderson, Julia	Dillon	Beaverhead
Andrus, Angie	Missoula	Missoula
Baldwin, Mrs. C. I.	Noxon	Sanders
Barrett, Mamie	Butte	Silver Bow
Baxter, Mrs. Anson	Dillon	Beaverhead
Bechtold, Mary	Dillon	Beaverhead
Betz, Lillian	Glasgow	Valley
Bimrose, Frances	Dillon	Beaverhead
Bird, Lela	Dillon	Beaverhead
Blair, June	Dillon	Beaverhead
Blair, Nellie	Dillon	Beaverhead
Boone, Jane	Dillon	Beaverhead
Bowden, Geraldine	Dillon	Beaverhead
Brandenburg, Edna	Kalispell	Flathead
Brayton, Gertrude	Brayton	Custer
Brayton, Maretta	Brayton	Custer
Brennen, Zita	Butte	Silver Bow
Brownback, Dr. G.	Dillon	Beaverhead
Burke, Julia	Butte	Silver Bow
Bryan, Nettie	Elliston	Powell
Christman, Isabel	Dillon	Beaverhead
Collins, Nellie	Butte	Silver Bow
Conger, Clare	Dillon	Beaverhead
Corrigan, Ellen	Portage	Cascade
Craig, Mrs. R. S.	Collins	Teton
Cushing, Ralph	Dillon	Beaverhead
Dee, May	Butte	Silver Bow
Doles, Maude	Ray, Ohio.	
Elliott, Mary Emily	Dillon	Beaverhead
Erwin, Myrl	Dillon	Beaverhead
Gelhaus, Dorothy	Dillon	Beaverhead
Gilbert, Montana	Dillon	Beaverhead
Gist, Mary	Dillon	Beaverhead
Hall, Lolo V.	Pony	Madison
Hanson, Lily	Dillon	Beaverhead

Name	City	County
Harris, Edna	Pony	Madison
Hastings, Elizabeth	Dillon	Beaverhead
Hedges, Lillian	Victor	Ravalli
Helming, Katie	Blaine	Beaverhead
Henneberry, Mae	Dillon	Beaverhead
Hildreth, Lora	Armstead	Beaverhead
Hirschman, Beatrice	Dillon	Beaverhead
Hocum, Cora I.	Pony	Madison
Jackson, Katie	Dillon	Beaverhead
Johnson, Ada	Twin Bridges	Madison
Johnson, Florence	Anaconda	Deer Lodge
Kelley, Julia	Butte	Silver Bow
Knapp, Phyllis	Anaconda	Deer Lodge
Knotts, Estella	Dillon	Beaverhead
Kolbenson, Margaret	Laurel	Yellowstone
LaCroix, Lovera	Dillon	Beaverhead
Lacy, May	Dillon	Beaverhead
Lowery, A. Edith	Garnet	Granite
Lyons, LaVaughn	Dillon	Beaverhead
McDonald, Hazel	Dillon	Beaverhead
McFadden, Alene	Laurin	Madison
McFadden, Ralph	Dillon	Beaverhead
McGonigle, Elizabeth	Butte	Silver Bow
McKnight, Nellie	Dell	Beaverhead
MacMillan, Mrs. Hugh	Dillon	Beaverhead
McTigue, Anna	Selway	Custer
Mercier, Dorothy	Livingston	Park
Metcalf, Nyla	Dillon	Beaverhead
Muntzer, Maude	Butte	Silver Bow
Murray, Montana	Dillon	Beaverhead
Nelson, Dagmar	Dillon	Beaverhead
Olsen, Bessie	Dillon	Beaverhead
Parkhurst, Marjorie	Poplar	Sheridan
Paul, Frank	Dillon	Beaverhead
Potter, Dorothy	Dillon	Beaverhead
Quigley, Margaret	Wabasha, Minn.	
Rathbone, Rhett	Dillon	Beaverhead
Reichle, Theresa	Reichle	Beaverhead
Ripley, Hazel	Dillon	Beaverhead
Roe, Muriel	Redrock	Beaverhead
Rogstad, Anna	Dillon	Beaverhead
Rundle, Evelyn	Roundup	Musselshell
Sanders, Vashtai	Dillon	Beaverhead
Sanders, Vera	Dillon	Beaverhead
Schoenborn, Mary	Dillon	Beaverhead
Schwind, Marie	Selway	Custer
Seineke, Laura	Butte	Silver Bow
Snyder, Beatrice	Forsyth	Rosebud
Smith, Florence	Dillon	Beaverhead
Smith, Geraldine	Ballantine	Yellowstone
Smith, Hansine	Creston	Flathead
Smith, Nina	Dillon	Beaverhead
Smith, Rachael	Dillon	Beaverhead
Smith, Virginia	Dillon	Beaverhead
Spencer, Charity	Yellowstone	Gallatin
Spencer, Ethel	Dillon	Beaverhead
Stamm, Anita	Dillon	Beaverhead
Stephens, Helen	Yellowstone	Gallatin

Name	City	County
Stephenson, Marjorie	Dillon	Beaverhead
Stone, Martha	Dillon	Beaverhead
Tovey, Janie	Wisdom	Beaverhead
Wallace, Margaret	Anaconda	Deer Lodge
Williamson, Fern A.	Dell	Beaverhead
Wilson, E.	Dillon	Beaverhead
Wyatt, Ruby	Dillon	Beaverhead
Young, Fannie	Dillon	Beaverhead

VOICE

Andrus, Frankie	Dillon	Beaverhead
Ayotte, Mrs. Cecil	Laurin	Madison
Baxter, Mrs. Anson	Dillon	Beaverhead
Brownback, Dr. G.	Dillon	Beaverhead
Caldwell, Margaret	Dillon	Beaverhead
Carruthers, Verna	Dillon	Beaverhead
Craig, Mrs. R. S.	Collins	Teton
Culpepper, Sammie	St. Regis	Mineral
Cushing, Florence	Dillon	Beaverhead
Cushing, Mrs. L.	Dillon	Beaverhead
Hall, Lola V.	Pony	Madison
Henneberry, Mae	Dillon	Beaverhead
Herrick, Lucy	Dillon	Beaverhead
Jamesson, W. W.	Dillon	Beaverhead
Johnson, Ada	Twin Bridges	Madison
Kelly, Mary	Butte	Silver Bow
Knotts, Estella	Dillon	Beaverhead
Lacy, May	Dillon	Beaverhead
McFadden, Alene	Laurin	Madison
McKnight, Nellie	Dell	Beaverhead
Manning, Margaret	Butte	Silver Bow
Melton, George	Dillon	Beaverhead
Myers, Frances	Stevensville	Ravalli
O'Connell, Kathleen	Marysville	Lewis and Clark
Ostrander, Edna	Dillon	Beaverhead
Scott, Emma Agnes	Wogansport, N. D.	
Snyder, Beatrice	Forsyth	Rosebud
Stoller, Caroline	Dillon	Beaverhead
Stratton, Hazel	Jackson	Beaverhead
Tovey, Janie	Wisdom	Beaverhead

HARMONY

Brownback, Dr. G.	Dillon	Beaverhead
Johnson, Florence	Anaconda	Deer Lodge
Parkhurst, Marjorie	Poplar	Sheridan
Tovey, Janie	Wisdom	Beaverhead


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